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ABSTRACT

This book is designed to aid instructors or potential instructors in presenting information in an inservice training session so that it will be meaningful to all concerned. The book contains general information on the learning process, motivation of the student, methods of instruction, and physical facilities, and training aids, as well as control of the group, and questioning techniques. There are also chapters dealing with the role of the instructor, the instructor's speaking voice, and evaluation of the session. Appended are (1) a topical outline, (2) an instructor's manuscript (lesson outline), (3) a checklist for planning a lesson, (4) suggested table and seating arrangements, (5) how to prepare items for flannel boards, (6) how to make instruction easy to follow, (7) how to make use of group dynamics in teaching, (8) a list of what makes a good instructor, (9) handling class response, and (10) forms for student evaluation of a course. (RC)

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INSTRUCTOR'S MANUAL FOR INSERVICE TRAINING

INSTRUCTOR'S MANUAL FOR INSERVICE TRAINING

First Edition 1973

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Why This Book Was Written

This book was written to help an instructor or potential instructor present information in an in-service training session that will be meaningful to all concerned. It is designed for the experienced as well as the inexperienced instructor.

Included in the book is information on the learning process, how to communicate, how to plan to instruct, how to prepare and use audio visual aids, methods of instruction, how to motivate and control the group, how to utilize questions, and how to evaluate a session.

Each individual who wants to share information and knowledge with others will benefit from reading this book and using the guidelines that are presented in it. It will help an individual develop skills, techniques and understandings that are required to deal effectively with the complex problems of teaching.

Committee Members

Viola G. Harris, Chairman
Pennsylvania

Marjorie Brown
Pennsylvania

Martha Lambert Everson
Pennsylvania

Beatrice Hirshout
Delaware

Virginia Mathony
California

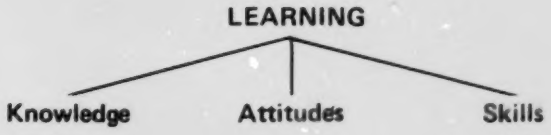
Charlotte Jarrett, Consultant
New Mexico

Fred H. Miller, Consultant
Pennsylvania

THE LEARNING PROCESS

Learning is Change

To learn means to change. Implied in the word "learning" is change for the better. The change may be an increase in skills or an improvement in skills already possessed. It may be an increase in knowledge. Or it can be a change in attitude and understanding. It is possible that a learning situation may bring about a change in all three – skills, knowledge, and attitude – concurrently.



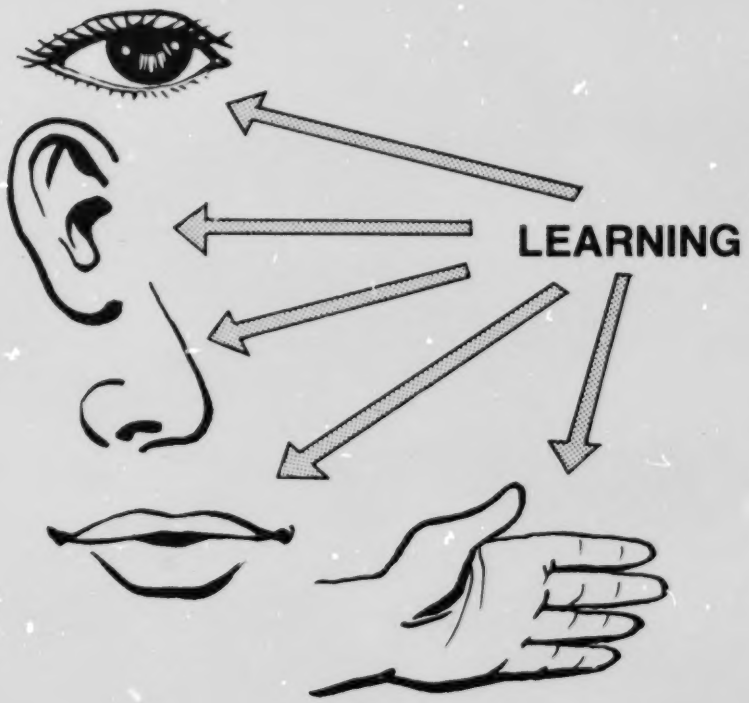
Learning is an Active Process

Since learning implies change, it follows that it is an active process. It requires the student or learner to do something to change, to learn. A student cannot "sit back" and learn, nor can you as the instructor or teacher do the learning for the student. Instead, students learn because of what they do. This is important to remember. All preparation and planning for instruction as well as the instruction should be done with this in mind.

It is your responsibility to function as the change agent – to make things happen. You, the instructor, using your knowledge and experience as tools, motivate the students to change.

Learning Involves The Senses

Seeing, hearing, feeling, smelling and tasting are involved in the learning process. It is through these five senses that learning takes place. Most of our learning is accomplished through seeing and hearing but the other three senses are frequently a part of learning. For example, by touching something we learn whether it is hot or cold, hard or soft. By smelling something we determine whether it is fresh or sour. By tasting something, we decide if it is propetly seasoned.



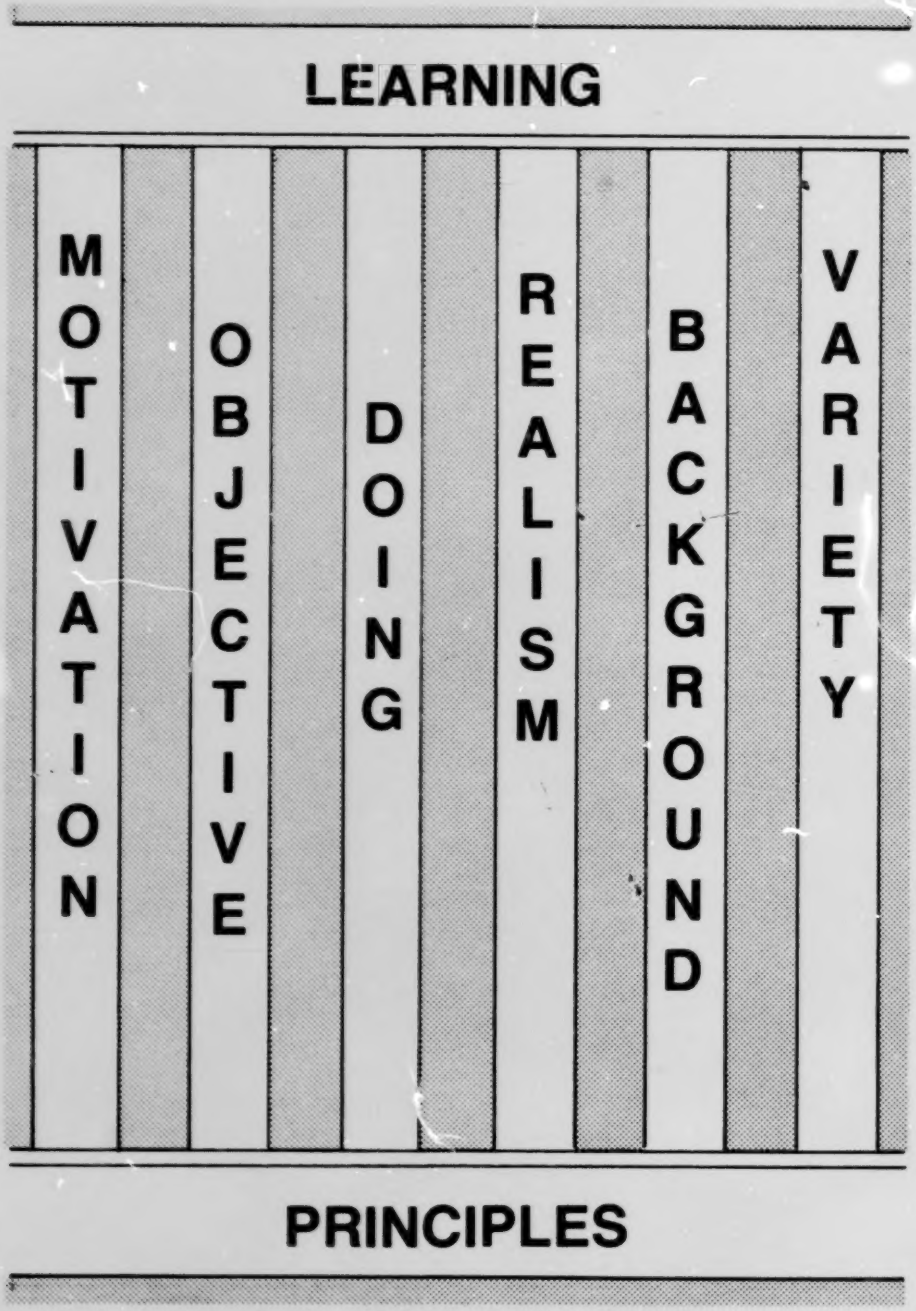
The more senses we involve in the learning process, the stronger the impressions will be. The stronger the impressions, the better the learning and the better the retention.

It is essential, therefore, that any learning situation use as many of the senses as possible. Also as learning becomes more difficult and complex, more senses are involved and more practice is necessary.

Principles of Learning

There are certain principles that are basic to the comprehension of the learning process. These principles should be considered in planning a session, in presenting a session and also in evaluating a session. They will be helpful in determining what should be presented and how it should be presented.

1. Learning is most efficient when the student is ready to learn.
   This is the principle of motivation. It means that the student must want to know, to acquire a new skill, to improve a present skill, to understand or to believe. Adults, in particular, will learn when they are ready, when they feel that to do so will benefit them in some way. They are interested in learning something which will benefit them *now* rather than something which may be of value five or ten years from now. Your role as the instructor is to help the student find the desire to learn.
2. Learning is more effective when the student is aware of what he is to learn.
   This is the principle of objective. To effectively learn the student must know what he is expected to learn and how he will learn. He needs to know the goals or objectives and how it is expected that the goals will be attained. If students know the objectives, they can measure their own progress. This is important to adults. Grades or tests are not necessary; in fact, they may frighten some. But adults do like to know what progress they are making.
3. Learning is most effective if it involves doing.
   This is the principle of doing. Students will retain more if they have an opportunity to "do" or to practice. Doing insures that the student is actively involved and also requires the use of as many senses as possible. Adults can learn by listening and watching but to make learning complete the student must do that which he has been told and shown. You should provide opportunity for student activity, whether it is thinking, talking, writing, problem-solving or a combination of these. Ask yourself, "Does my instruction involve the students?"
4. Learning is more effective when the learning experience is realistic.
   This is the principle of realism. Adults will learn if the learning experience is true to life, if they feel that "this is the way it is or will be." Hypothetical situations that are contrary to what the student believes will be rejected.
5. Learning is effective if the new relates to what is already known.
   This is the principle of background. Adults learn by building on what they already know. It is necessary that the adult be able to relate or tie in the new with the old. If he cannot, the new will probably not be accepted. Nor will any effort be made to learn. Instruction must be conducted on a progressive basis by teaching from the known to the unknown and from the simple to the complex.
6. Learning is facilitated by a variety of instructional techniques.
   This is the principle of variety. A variety of instructional methods stimulates interest, decreases the chance of boredom, and appeals to different senses.


LEARNING
MOTIVATION
OBJECTIVE
DOING
REALISM
BACKGROUND
VARIETY
PRINCIPLES

If these general guidelines or principles are considered in planning and presenting instruction, the material will be:

- realistic
- practical
- useful
- related to what is known
- varied in presentation and stimulating

In addition, the students will be:

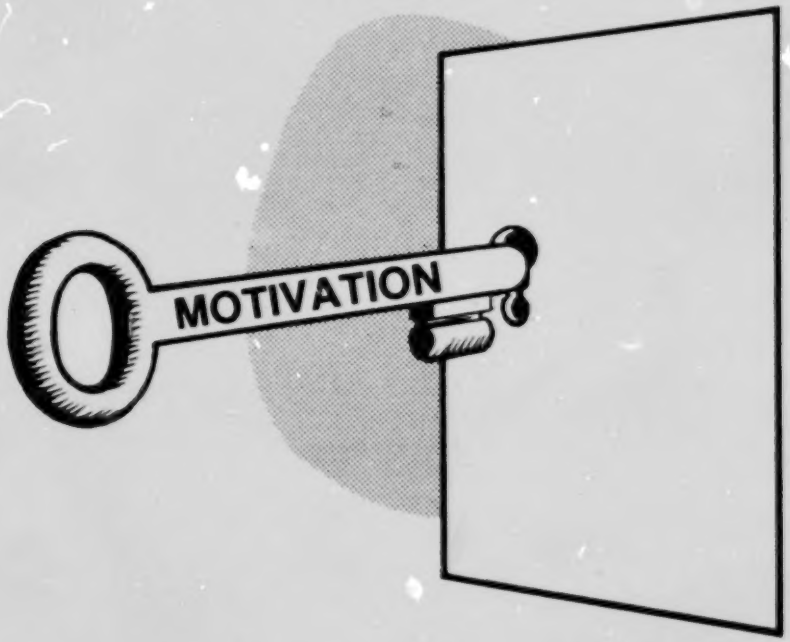
- interested
- motivated
- aware of the objectives and
- ready to learn

You will function in your true role as an instructor – that of a change agent. You will be instructing individuals – not a subject. Your knowledge will be the tool used to stimulate behavioral changes in the student.

Motivation of The Student

Motivation – The Key

Motivation is probably the most basic element of learning. It is motivation which causes a person to move toward a goal. It is motivation which makes an individual want to learn, to know, to understand, to believe, to act or to acquire a new skill. The student must want to learn before he can be taught. You, the instructor, must develop in the student the desire to learn – and to nurture and sustain the desire. You set the stage – provide the environment for learning – and make the instruction interesting. The student must do the rest.



Clearcut Goals

It is important that both you, the instructor, and the students have goals which are clear and understandable. Although the goals for each of you may be different, it is important that each of you understands the goals set by the other. For example, a student may have enrolled purely to find social companionship

(recognition) whereas you have set a goal for the student based on knowledge of the subject matter. It is important that you both know what the other expects of him. Unless the goals are understood, you and student could be pulling in different directions.

Develop the Desire to Learn

Adults must want to learn. You can stimulate this desire by explaining why the subject is of value to the individual and how it will benefit him. Things appeal more to the adult if they are "close to home." He needs to know how the subject will affect him, the family, the job, security or anything related to him.

The participants will expect the material to be useful. Most individuals will not participate in learning experiences that are of no value to them.

You should include in your lesson plan, particularly in the introduction, information as to how the program will benefit the individuals. Of course, you will keep this in mind throughout the session and relate the material to the group.

Develop an Intent to Learn

The students must realize that they will learn as a result of what they do, not as a result of what the instructor does. It is important for each student to understand this and to realize he has a responsibility to learn. The individual who expects to learn by simply sitting back and listening is likely to be disappointed.

The instructor should expect that each individual apply himself and should check progress frequently.

Maintain Interest

Enthusiasm, personal examples, and illustrations will help maintain interest. Also if the student feels that he is making progress he will be interested.

You should try to make the subject as interesting as possible. But keep in mind that your function is to instruct, not to entertain.

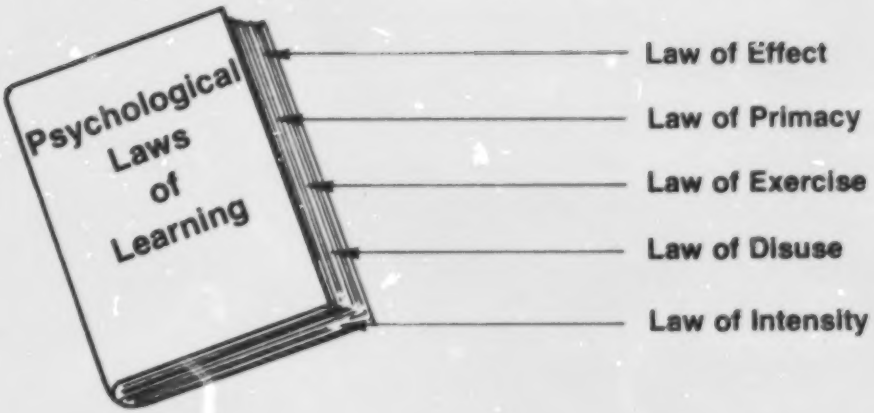
Encourage Early Success

Students like to feel that they have succeeded. Achievement brings satisfaction, pleasure and the stimulation to continue. You should plan your instruction so that early in the program the students will feel they have learned something, have accomplished something.

It is important, too, to give recognition and credit for what is accomplished and for work well-done. These are strong incentives for learning.

The Psychological Laws of Learning

There are a number of very basic psychological laws which control and affect students in the learning process. It is essential that you, as an instructor, understand these laws if you are to make the learning experience more effective, lasting and enjoyable for the students.



1. The law of effect. Individuals tend to accept and repeat those responses which are pleasant and satisfying, and to avoid those which are annoying. If, for example, a student is looking for a new skill and quickly finds that he is learning it, he will want to continue.

2. The law of primacy. First impressions are the most lasting. This means that the first meetings with the group are very important. You should arouse interest, create a need, and develop a feeling of importance for the subject.

3. The law of exercise. The more often an act is repeated, the more quickly habit is established. Practice makes permanent – and perfect, if the practice is the right kind. You as the instructor should make certain that the practice is correct.

4. The law of disuse. A skill not practiced or information not used will be largely lost or forgotten. To overcome this, you should provide for repetition to reinforce newly gained knowledge or skills. After the initial instruction, important items should be reviewed.

5. The law of intensity. Exciting, dramatic, challenging or creative experiences are more likely to be remembered. You should capitalize on this and make your presentations, discussions, experiments and demonstrations as "live" as possible. This doesn't mean the classroom should be a circus but by using vivid examples and other supporting material, your instruction can be dramatic and realistic.

Stumbling Blocks

There are feelings, emotions, and attitudes in students which may be blocks to learning. Some of these are beyond your control but others are not. These you should do something about:

1. Boredom. The student may not be motivated. The subject may be too easy or too hard.

2. Confusion. If too many ideas or overly complex ideas are presented by you, the students may be confused. If statements are contradictory or apparently unrelated, the students may also become confused.

3. Irritation. Annoying mannerisms, aloofness, poor teacher-student relationships, sarcasm, delays or interruptions can create this block.

4. Fear. The fear of failure, of being ridiculed or made to feel foolish may often be a block to learning. By providing opportunities for success and by considerate treatment of the students you can eliminate this block.

Keep in mind that the typical adult student must see immediate benefit to himself from the program. He also wants to enjoy participation in the group activity. He wants a full explanation followed by an opportunity to work things out – for himself. Even though the student wants to participate, he may have to be urged to join.

In addition, the student brings to the session experience and knowledge which should be used. The student should be encouraged to make rewarding contributions to the session.

Remember that most students want only practical, usable knowledge. While he may appreciate the value of abstract, theoretical learning the practicality of it may be questioned. Adult level demonstrations, training aids and dramatization will make the content of the in-service session more lifelike.

Planning the Instruction

Planning is a Necessity

Planning – thinking about what is to be done – is basic to the success of any undertaking. It is especially important in the field of instruction – important to you, the instructor – and to the students. Well-planned instruction is easy to teach – and easy to learn. It will insure that you approach your subject in a logical way and that your presentation will be orderly.

Planning insures, too, that you do not ramble in your presentation, that you will stay on the right track. You will start at the logical starting point and proceed step-by-step until your goal is attained.

In addition, you will devote the proper amount of time to each aspect or step of your presentation. You won't devote too much time to one aspect and neglect another.

Planning Needs Answers

In order to plan for a session, you need to secure answers to some questions. These answers will help you to plan:

what to present
how to present it, and
your time schedule.

You need answers to questions such as:

Why is the session being conducted?
What are the objectives?
What do the participants expect to gain from the session?
What method of presentation would be best?
What are the physical facilities?
How much time is available?
How many are expected to attend?
What are the ages of the participants?
What knowledge of the subject do the participants have?
What is their educational background?

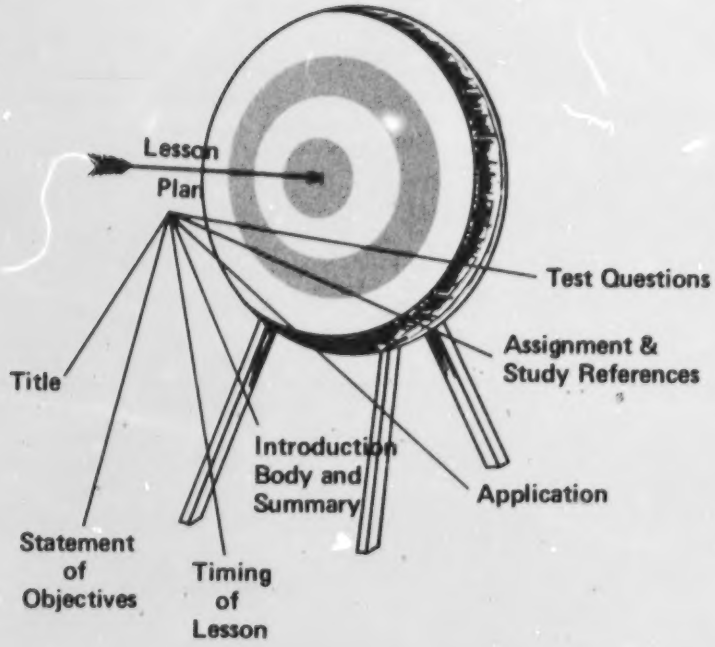
The more information you have, the better you can plan. The better you plan, the better you will instruct.

Types of Plans

Lesson plans are outlines showing the manner in which the teaching of a specific objective will be accomplished. It may be a topical outline, a sentence outline, or an instructor's manuscript.

The topical outline is the more common type of outline. In it, the main points and the subpoints are expressed in brief words, phrases, or single words.

The sentence outline is similar to the topical outline. The only difference is that the main points and subpoints are expressed in complete sentences. It is


Lesson
Plan
Test Questions
Assignment &
Study References
Title
Introduction
Body and
Summary
Application
Statement
of
Objectives
Timing
of
Lesson

used by an instructor who presents a lesson infrequently and needs a more detailed reminder of the ideas to be presented, or by the instructor who desires complete accuracy in the statements he makes in the presentation.

The instructor's manuscript contains everything that is to be said and done during a period of instruction. This is especially valuable to the new instructor. It is also beneficial to the experienced instructor who may be presenting a topic for the first time. In addition, it is a good refresher and can be used by an individual who must substitute for the instructor. The instructor's manuscript is often prepared in addition to the topical outline. When this is done, usually the topical outline is used during the session.

Elements of the Plan

The plan whether it is outline or manuscript, will include:

a) title of the lesson – what is the subject to be presented?
b) the objective for the lesson – what is the purpose of the session?
c) the timing for the lesson – how much time?
d) the equipment needed – what training needs are needed?
e) introduction
f) body
g) summary
h) references

The title should be a description of the subject to be presented. It should be as brief as possible. Be certain that it is informative. "Catchy titles" that do not indicate what the subject will be should be avoided.

The objectives for the lesson should be complete and specific. They are statements of purpose and should indicate what the student will know or be able to do at the end of the session. By stating in the objectives what the student will be able to do at the end of the session, you and the student, will be able to evaluate the progress. Your objectives will be specific and capable of evaluation if you use terms such as to identify, to write, to list, to compare, to file, to type. Also, the objectives should include the conditions under which the behavior will occur and how well the participants will be expected to perform. For example, objectives for a typing program might be:

> "Given a 250-word letter to type, the student will be able to type it neatly in proper form with 99 per cent accuracy in five minutes."

Such an objective permits a student to know what to expect in the session and what he is expected to accomplish. You will be able to evaluate whether the objective has been attained. Also you will be able to list the steps that must be taken to achieve the objective and arrange the steps for a logical presentation. This will help you determine your starting point and how to proceed.

Under equipment you should include all the items that will be needed for the session. Include such obvious items as a chalkboard, chalk, eraser, pencils, paper. If you are going to use audio-visual aids, list them. And include items such as take-up reel for a movie projector, an extension cord, extra bulb.

In the introduction, you are setting the stage for the session and arousing the student's interest. A brief preview of the session and how it will be conducted will help the student understand your presentation. The student will be motivated to actively participate in the session if you help him understand how he will benefit from the session, how he is concerned or should be concerned with the subject.

1. To establish contact
2. To arouse interest
3. To secure attention
4. To disclose and clarify the subject

1. Good opening statement
2. Stories or examples
3. Starting facts
4. Quotations
5. Rhetorical questions
6. Tell what, why, how

The Why and How of the Introduction

In the body of the outline, you should outline your steps for presenting the material. Begin the session on what is already known and then build on it. Or, in other words, follow the formula:

(Job Requirements) – (Present Knowledge) = Need to Learn

JR – PK = NTL

Questions that you will ask can be part of the body. This will insure that they are properly worded and asked at the appropriate time.

Time control should also be incorporated in the plan. You should allot a certain amount of time for each main point, but be flexible in adhering to the schedule. For example, you may have allotted 10 minutes to a certain point but in actual presentation you discover that you need only nine minutes. Then – use the nine minutes. If your time schedule is realistic and if you rehearse the session, you shouldn't need to make big time adjustments. The time schedule is usually shown in the left margin of the plan.

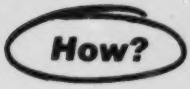
Also, you should include in the body, references to the training aids that you are going to use. You will then not forget to use them and you will be using them in the correct place at the proper time.

Key questions – and answers – should be incorporated into the plan.

In the summary, you should review the highlights of the session and briefly what they mean to the group. If there's to be another session, you should tell the group what the subject will be, when and where the session will be held. If you have references or a list of supplementary readings on the topic, they may be given to the group at this time. Often individuals in the group will want to do some reading on the subject.

The How and Why of Summary

1. To provide an overall view
2. To emphasize
3. To sum up and clarify instructions



1. Clear up questions
2. Recap main points
3. Close with strong statement

A portion of a topical outline and an instructor's manuscript are shown in the appendix.

How To Use The Plan

The lesson plan should be available at all times for easy reference. But this does not mean that you will read from it or hold it in your hand. Of course, if you want to quote something or present something very technical, you may read that portion from your plan.

The lesson plan is a guide, not a substitute for thinking. The plan should be supplemented with current examples and illustrations, particularly those that are meaningful to the group.

The lesson plan should be reviewed each time the plan is used. This will put the material at your immediate command, help eliminate unnecessary pauses and help the session progress smoothly and effectively.

The lesson plan should be adapted to each group.

A Plan Will

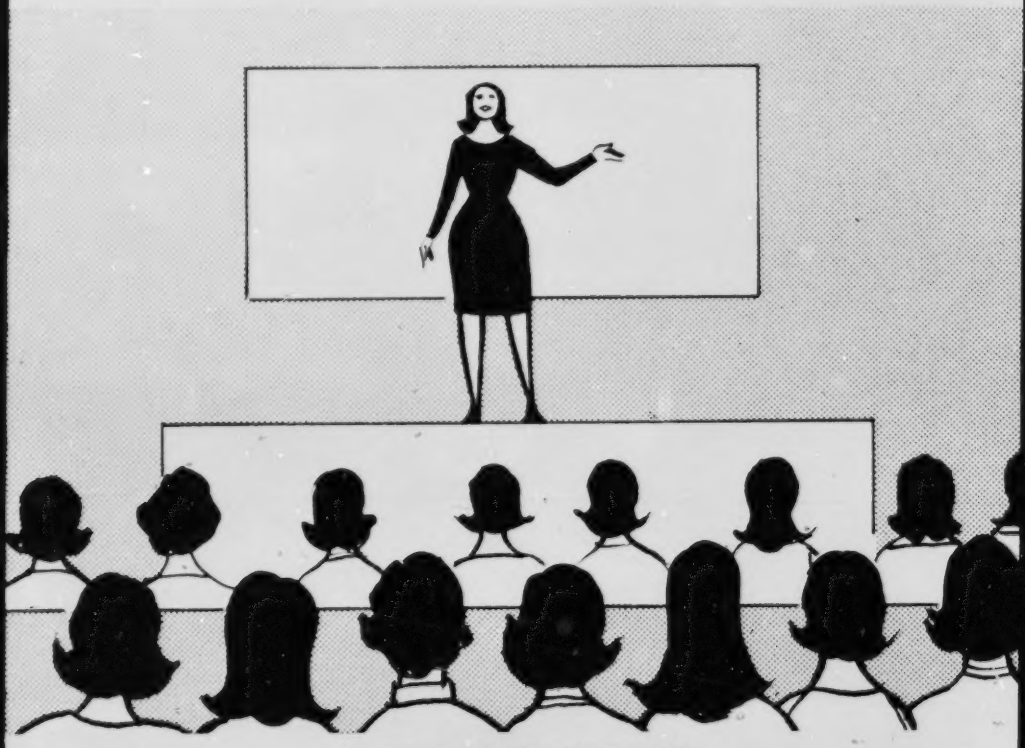
a) insure a wise selection of material
b) keep you pointed toward the goal or objective
c) insure that material is presented in proper sequence
d) insure that proper consideration is given to all aspects of the subject
e) aid in the proper use of training aids
f) show what is to be taught
g) show what procedures are to be used
h) insure that each session is well taught
i) serve as a refresher
j) give you confidence

A well planned lesson is an easy lesson to instruct – and an easy lesson to learn. Keep in mind that a lesson is a small unit of learning. It should contain enough material to be absorbed by the student at a "single sitting." A common mistake among new instructors is to crowd too much new material into a lesson. Remember – a good lesson will usually focus on one main thing, contain something new, suit the learner, proceed from the known to the unknown, and require some achievement that is measurable.

Methods of Instruction

The Lecture

The lecture used to be one of the most usual methods of instruction. In fact, many instructors still use it today. With the emphasis, however, on student participation and involvement, more and more instructors are using the lecture in connection with one of the other methods of instruction or are not using it at all.



THE LECTURE METHOD

In the lecture method, the instructor would do all of the talking. You can see, therefore, that in this method there is little opportunity for student involvement. If the instructor can stimulate and maintain interest, then learning may be accomplished or if the student takes notes, then the possibility of learning is increased because the student will be partially involved and will be more attentive. (Taking notes increases retention by 14 per cent.) Training aids can also be used in connection with a lecture to increase and hold attention. The training aids will help appeal to more than the sense of hearing which is the primary sense appealed to in the lecture method.

You may be wondering when you would use the lecture method if it is not effective as some of the other methods. There are times when the lecture method is the only one that may be used. For example, if you are introducing a new subject or topic, the group may not have enough knowledge about it for you to do other than lecture. A lecture can also be used as part of your motivation of the individuals to arouse their interest in the subject. You would also use the lecture method to "set the stage" for what is to come. You may find it necessary to use the lecture method to cover the greatest amount of material in the least amount of time. This is accomplished because you would not have interruptions, questions, or discussions. Some instructors like the lecture method because it is possible by using a lecture to go directly to your objectives and you need not be concerned about being sidetracked. It may also be that the size of the group or the physical facilities will mandate that you use the lecture method.

If you do decide to use the lecture method, you should plan it carefully so that right in the beginning you will arouse interest and motivate the students to listen to you. Then, as you proceed, plan ways to keep their interest and attention. This will not be difficult if you keep your audience in mind as you plan your lecture. And, specifically, keep in mind why the information you are presenting will be of benefit or interest to the group. Your manner of presentation will influence the attention given by the students. Keep your tone as conversational as you can and use language that the students will understand. The use of "you" and also contractions will help you present the material in an interesting manner. Sentences that are not lengthy and that are uncomplicated will make it easier for the students to understand you and to follow your presentation.

In the lecture method it is advisable to first, tell the students what you are going to present, then present it, and then tell them what you have presented. This enables the students to follow your presentation.

The Discussion

Another method of instruction is the discussion method. This is sometimes referred to as the conference or seminar method. The discussion method provides for an exchange of ideas and information because in it, the group and you as the instructor participate in a discussion. Your role in this method is to first motivate the group and present the topic for presentation; then to keep the group on the track and aimed toward the objectives. The amount of participation will depend upon the student's interests and knowledge of the subject and also the instructor's effectiveness in encouraging discussion. A friendly, informal atmosphere usually encourages discussion. The instructor, however, must be alert to see that all participate and that no one becomes just a silent member of the group.

The discussion method does stimulate thinking and is usually interesting to the instructor and to the group. It does, however, require that the instructor be alert and constantly on his toes. The instructor needs to have a good knowledge of the subject and must be constantly alert to the direction in which the

discussion is going. It is very easy for a group to become sidetracked if the instructor is not careful.

The discussion method is also more time consuming than the lecture. It is also more adaptable to small groups of twenty-five or less.

The discussion method may be combined with the lecture method and used after the lecture is completed. It may be used after a film or slide has been shown. Or, it may be used after a demonstration.

The Demonstration and Performance

Demonstration or showing is an effective way of instruction. If you combine the showing with doing by the student, then you increase the learning possibilities considerably. So, in the demonstration and performance method you would first show or portray what is to be done and then give the individuals an opportunity to practice what they have been shown. This method appeals to most of the senses since you tell, show and then the student does.

For the demonstration part to be effective, it is essential that you have the demonstration well planned. It is also vital that you practice giving the demonstration so that you can do it skillfully. In planning the demonstration, concentrate on the simplest, easiest, shortest and most efficient method. Keep in mind that you want to teach positively and not negatively. As much as is possible, work in the "why" so the student will understand what he is to do. You will want to break the activity into steps and then arrange the steps so that they are presented to the student in a logical order. If equipment is a part of the demonstration, this should be all arranged and you should be certain that it is in working order. Also, of course, you will want to be able to operate the equipment easily and successfully.

It is also essential that you prepare as thoroughly for the performance part of the session. Each individual should have an opportunity to practice. During the practice you should observe what the student is doing and correct any wrong or undesirable practices before they become established habits.

As you can see, the demonstration and performance method works best with small groups and also it is a time-consuming method. If your group is large and you can only handle a small number during the performance part, it is advisable to use assistants who will work with some of the individuals. Be certain that these individuals follow the same methods that you have demonstrated so that you have continuity and uniformity.

At the conclusion of the demonstration and performance, you may conduct a review or critique. During this review you would go over the main points so that they are emphasized and reinforced for the students.

The Dramatization

The dramatization method uses or combines discussion with demonstration. In this method, however, individuals from the group do the demonstrating and it is to a great extent unplanned. The dramatization method does utilize participation by members of the group and it is a very interesting method.

In spite of the dramatization being unplanned, there are certain guidelines which should be provided for those individuals who are to take part.

Since the dramatization means that individuals act out parts without a script or rehearsal, the participants are given information as to: what the situation is; what outcome is desired; and given some idea of how he should act in working toward the outcome.

The demonstration method is useful to portray job techniques and help individuals become confident in using new techniques. You should not use the dramatization method, however, if the group is not at ease with each other or if a friendly atmosphere is not prevalent. For the dramatization method to be successful, it is necessary that there be individuals in the group who are willing to participate.

As the instructor, you should be completely familiar with the techniques of dramatization. Also, you will want to watch for signs of an individual becoming embarrassed or upset and be ready to take steps to stop this from happening.

The steps involved in dramatization are:

1. First describe the situation and the desired outcome. Be as clear and specific about this as you can.

2. Request volunteers for the various parts. If individuals do not volunteer, you may ask certain ones to participate. But do not force anyone to become involved with the dramatization.

3. Give the individuals some time (five minutes) to discuss the situation and how they will portray it. During this time you can arouse interest on the part of the group by advising them of what they should watch for and asking them not to comment until the dramatization is completed. It would also be well to emphasize that the individuals are playing a role.

4. Allow the dramatization to proceed until the points that you want brought out have been shown. It is not necessary for the dramatization to continue until all outcomes have been achieved or all problems solved. The main reason for the dramatization is to provide a basis for discussion.

5. When the dramatization has been stopped, conduct a discussion on it. Encourage the group to talk about the reasons why certain things occurred. In particular, you will be interested in the group's discussion as to how each individual's behavior influenced the outcome. During this discussion you can add the points you want brought out and help the group relate this to their own activities.

Role Play

Role play is very often used to portray human behavior and working with individuals. It is in many respects similar to dramatization. In role play, however, the outcome is not indicated. The behavior of the individuals involved in the role playing will determine the outcome.

As with dramatization it is essential that there be a friendly atmosphere for role playing and that the individuals in the group be at ease with each other. No one should be forced to participate in the role playing. As the instructor, you

should be familiar with the role playing technique and be prepared to work out the emotional problems that may arise during the role playing period.

The procedure for using role playing consists of these steps:

1. Select the situation to be portrayed; it should be one that will be meaningful to the group. It may be one that does not directly involve any of the group members as far as their job responsibilities are concerned because this will permit the individuals to be more objective.

2. Request volunteers for the role playing.

3. Provide written instructions for each individual. The instructions should indicate whom the individual is to portray and something about the mood and feeling of that individual.

4. Give the individuals a few minutes to adjust to the situation. They should do this individually rather than as a group.

5. Tell the audience what the situation is and alert them as to what emotions will be portrayed and what the group should watch for. Stress that the individuals in the role playing are showing the emotions that they have been instructed to show and that these emotions are not necessarily those of the individual.

6. The role playing should be stopped when the emotions of the players become too real. Usually role playing does not go on for more than seven minutes. Ask the players to tell the group why they acted the way they did and to describe how they felt about the way the others acted.

7. Conduct a discussion about the situation. Questions to the audience such as "Did any player suddenly change behavior?" "If so, why?" "Did the players develop an understanding of each other?" "Why?"; "What do you think the outcome would have been?"; and "How could the relationship have been improved?" After the discussion help the individuals relate what was portrayed to their specific jobs.

You can see that, in role playing, you will have to be very alert to the emotional problems that may develop and be able to skillfully handle the discussion so that these problems are minimized.

Role playing is time consuming; it does take much longer than ordinary discussion. There are, however, times when the value incurred from role playing justifies the use of the time involved.

Buzz Groups

Buzz groups are small, informal groups that are selected or arranged spontaneously "on the spot." The primary purpose of buzz groups is to increase or cause participation, particularly on the individual level. Buzz groups usually result in 100 per cent participation within the group. They also help groups to get to know each other and to be more at ease with each other.

The procedure for using buzz groups is to divide the group up into small groups of three to six individuals. Each buzz group is given a topic or question and then allowed to discuss it for a specified period of time. The groups are expected to reach a decision on the topic or question and

report that decision to the group. The group may select its own reporter or recorder or you may appoint one. The instructions to the group may be given orally but it is better to provide the group with written instructions. The topics given to the separate groups may be parts of one general topic or they may be separate topics. As the groups discuss their particular assignment, you are in the role of observer. You may assist a group if it needs your assistance.

After the groups have completed their discussion or the time limit that you have set has expired, bring the groups together. The reporter for each group will then report on the discussion and a general discussion may be conducted on the reports that are given.

Buzz groups are time consuming but they are beneficial. You must be alert, however, that the buzz group does not become "a griping session." If the topics are assigned to the group and the discussion time limited, there should be little problem with buzz groups becoming "a griping session."

Case Studies

Case studies or problems to solve provide the participants with the opportunity to apply knowledge to a specific situation. The knowledge to be applied may be new or it may be acquired knowledge being applied to a different situation. Case studies do stimulate discussion and encourage participation.

The instructor's responsibility in using case studies is to construct a case study that is meaningful and challenging and then to conduct a discussion revolving around the students' solutions to the problem.

When you construct a case study or problem situation, there are certain things to be kept in mind. First, of course, is that the case study must be realistic. If the participants feel that the case study represents a problem they have had or might have, they will be more inclined to work at solving it. Any case study that pertains to the participants and their jobs will have relevancy.

The case study should be simply worded and not too long. It is important, however, that completeness not be sacrificed for brevity. The case study must require decision making and action on the part of the individuals. Definite instructions as to what is to be done should be part of the case study.

These requirements can be met by including statements of individuals involved in the problem; this will provide credibility. Questions to be answered by the participants will provide direction for them. Each individual should have a copy of the case study. Individuals should be encouraged to analyze the case study and look for the real problems. They should be encouraged to gather all of the facts, evaluate them and then select the best possible solution. If all of the steps (1. looking for the problem, 2. gathering the facts, 3. evaluating the facts, 4. developing possible solutions, and 5. selecting the solution and applying it) do not apply, the students should at least be aware of what the steps are.

Sufficient time should be allotted for the individuals to work on the problem and determine their solution. Then a discussion of the solutions and the

problems should be conducted. If there is a model solution, copies of it can be given to the individuals. If there could be more than one acceptable solution, be certain the students realize this.

In-Basket Exercises

In-basket exercises are really a form of a case study. In in-basket exercises, however, the student is given a designated role in a specific situation. The individual will know his specific role and the organization for which he works. For example, "You are Mary Hill, the secretary to Mr. William Black, director of curriculum for the Roberts School District."

Each individual in the group would work on the exercise. After all of the individuals have had this opportunity, then the responses are compared to those of others in the group. The group could work on the exercise as a whole but this nullifies the individual-to-group comparison. Sometimes individual-group comparison is as valuable as the exercise on the problem itself.

In-basket exercises are usually interesting and involving if the exercises are realistic. They are beneficial in obtaining an indication as to how an individual thinks or how he might behave in a particular situation. In-basket exercises can be timed to correspond with the time available for the activity.

There are some limitations. One of these is that in-basket exercises get the learner involved in a complex situation. Also they are isolated experiences and do not put the learner into a situation involving past relationships with others. Also the student may indicate a behavior other than the one he would actually use.

A sample agenda for using in-basket exercises informally might be:

1. Introduction. In the introduction you would explain the in-basket method, pointing out that each individual will have the same position and will be working for the same company, that each individual should decide on the problems or situations and determine what action he would take and make notes on it to be discussed later. This would probably take about 10 minutes.

2. Individual effort. Each individual will work with the case studies, decide on the action and make notes on them. If there are ten to twelve items, this might take thirty to forty minutes.

3. Group discussion. The large group is divided into small groups of possibly five individuals. Each group will discuss the situations and select one or two of the best suggestions for reporting to the group as a whole. This might take fifty to sixty minutes.

4. Group reports and discussions. Each group would report on the findings and there would be a discussion on them. Other groups may disagree with the solution presented and should have an opportunity to give their comments. This could take fifteen to twenty minutes.

This is just one way in which an in-basket exercise may be conducted. The instructor can establish his own time schedule and outline for using in-basket exercises.

You can see that in-basket exercises will help illustrate specific points, to help the learner utilize ideas that have been presented and also to help the learner gain insight into his methods of handling items.

Choice of Method

The choice of which method to use is made by the instructor. You should select the method that is best for you and for the conditions under which you will be instructing. Factors that will influence your decision will be the subject or topic, the reason or objectives for the instruction, the number of individuals in the group, the availability of equipment, how long the session will be, the group's background and experience with the subject, the type of participation that you want and what way will be most effective for the subject. Variety in teaching methods will help keep students interested. In many instances you will find that using a combination of methods will be very effective. Good instruction is a careful balance between "what you say" and "how you say it."

Before deciding to use the lecture method, consider the following factors:

1. Subject matter
   a. Does it have "punch"?
   b. Is there class interest in the subject?
   c. Is the information applicable to the students?
2. Type of students
   a. Do the students have the necessary background for the material to be presented?
   b. What has been the experience of using the lecture method with the group?
3. Size of the class
   a. Is the class so large that the lecture method is mandated?
   b. Small groups may lend themselves to other than the lecture method.
4. Time available and amount of material to be presented
   a. Is the lecture method required because of limited time?
   b. Does the amount of material to be presented require that you use the lecture method to cover it in the time allotted?

If your decision is to use the lecture method, here are some suggestions for making it as effective as possible:

1. Use a lesson plan or notes. It will give you confidence and keep you "on the track."
2. Command attention with your introduction. Your first words, your first sentence should arouse interest and get attention.
3. Speak to the students in the back row. Vary your tone of voice and your rate of speaking.
4. Maintain eye contact with the students.

5. Use meaningful gestures to emphasize main points. Just be certain that they are not distracting.

6. Use facial expressions to aid in the communication process.

7. Use simple, understandable sentences with plenty of periods. Avoid stringing your sentences together with "ands" or "uh".

8. Know your subject and be thoroughly prepared. Do not attempt to use tricks or wisecracks as a substitute for preparation.

9. Be enthusiastic; it is contagious.

10. Humor may be used to enhance the presentation if it is related to the subject.

11. Avoid trite subjects such as "The subject which I wish to discuss tonight is – – –," or "I'm really not an expert on this subject – – –." The effective instructor does not apologize to his group.

Physical Facilities

The Ideal Meeting Room

The ideal meeting room is a well-lighted, well-ventilated room that will completely accommodate the group. So the size of the room, the seating arrangement, and the equipment will vary. What may be satisfactory for one group or one situation may not suit another. A small group could feel lost in a large auditorium. Also, the group is inclined to scatter throughout the auditorium and it is difficult to bring about a feeling of cohesiveness. On the other hand, if the group is too large for the room, those in attendance may be uncomfortable – and because of this, inattentive. So you should select a meeting room that is as close to the ideal for your group as is possible.

What to Look for in a Meeting Room

Size

The room should be adequate in size to accommodate the group. If a large room must be used for a small group, try to keep the group together by cordoning the area where you want the group to sit.

Tables and Chairs

Chairs selected for the session should be a comfortable as possible. Remember that vinyl-covered chairs can become warm and uncomfortable.

Tables at which the individuals may sit are usually desirable. The tables will make it easier for individuals to take notes and also to have a place for supplies and materials.

The tables and chairs should be arranged in accordance with the subject and the group. If the group is small, you may want to consider an arrangement that permits everyone to see each other. A round, square, or oblong table will permit a group to face each other.

A U-shape arrangement of tables or a square arrangement with individuals sitting only on the outside of the tables may be used for a larger group.

Suggested seating arrangements, including some for large groups, are shown in the appendix.

In arranging the tables, it is better to do so according to the length of the room. Also if possible the windows should be at the side of the group.

It is preferable for the instructor to be at the end of the room where there is no door. This will permit latecomers to enter and sit in the rear which will not be as great a distraction for the group.

Lighting

The room should have constant illumination without flickering or glare. If you are going to show a film, then the room should be one that can be darkened.

Ventilation

Adequate ventilation is essential. If individuals are cold or too warm, they won't be attentive. The room should be free of drafts.

Smoking may be prevalent; therefore you will want to select a room that can be aired easily.

Noise Free

The room should be relatively quiet and so should the surrounding areas. Noises are distracting and also make it difficult to hear.

Distraction Free

There should be a minimum of distractions. An ideal room for an in-service session would not have anything on the walls or bulletin boards. Pictures, charts and items of this nature will distract students – and sometimes the instructor. Of course, it may not always be possible to eliminate such distractions but you should be aware of their possible effect.

Lectern or Speaker's Stand

A lectern or speaker's stand should be at the front of the room. If the group is going to be large, then a lectern with a microphone should be used. Also if you are going to show slides and want to refer to your notes, a light on the lectern is essential.

Ash Trays

Ash trays should be convenient for everyone if smoking is permitted.

Blackboard or Chalkboard

The chalkboard should be clean, glare-proof and placed so that all can see it. You should check to see that you have chalk and eraser.

Electrical Outlets

If you are going to use a projector or other electrical equipment, be certain the room has an electrical outlet – and that the plug or the projector will work in it. If it doesn't you may need an adaptor. You may also discover that you need an extension cord. Masking tape may be used to secure the cord to the floor to minimize the possibility of anyone tripping over it.

Miscellaneous Items

Small things often contribute to the success of the session. You should, therefore, do everything possible to make the attendees comfortable and at ease.

Let them know where they may hang their hats and coats and where the rest rooms are.

Drinking water and cups on the tables should be provided if possible.

Name cards are desirable if the attendees are not known to each other.

While the ideal meeting room depends on the group size and nature of the subject, you should select the room that is as close to ideal as is possible.

Training Aids

Training Aids Defined

Training aids are those items which assist in training. This could include such items as training equipment and training facilities. But generally speaking, training aids are restricted to visual and audio-visual devices. So, training aids may be motion pictures, film strips, charts, posters, transparencies, models, miniatures and cut-aways. In other words, anything that will help the instructor better convey the information may be considered a training aid. The aids will range from the very simple to the very complex.

Training Aids Increase Effectiveness

A good instructor will use training aids because he realizes their value. Properly selected and properly used, training aids are powerful tools for you as an instructor. You will use them to:

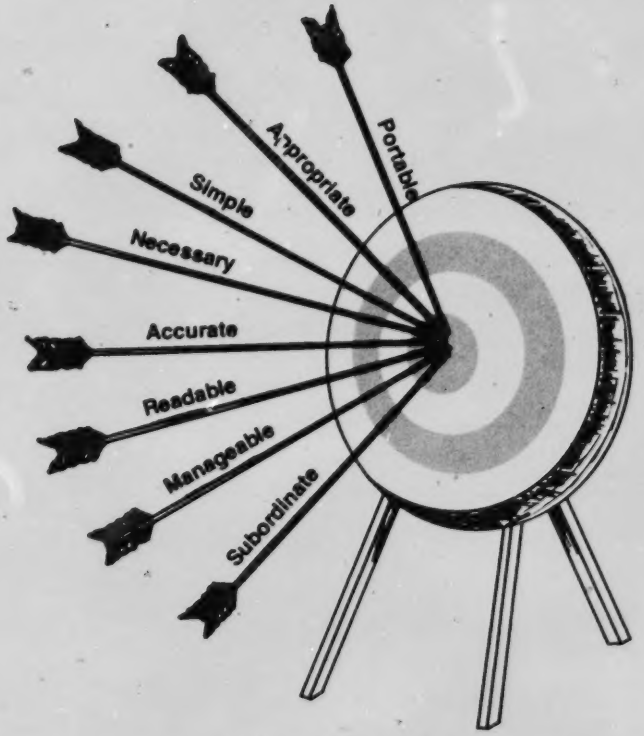
1. *Increase understanding* – One of the most difficult things to do is to convey to someone else an idea or information. Words are usually used to do this, but words may not have the same meaning to everyone. Therefore, the words may be interpreted differently than was intended. If a training aid is used to supplement the aids, the chance of misunderstanding is decreased.

2. *Appeal to the senses* – Training aids will involve either seeing or hearing or both. Thus you will be appealing to more than one sense which will help the student learn. Research has shown that when we both see and hear something, the possibility of retention is increased considerably. It has been proven that of a student's total learning, 14 per cent is accomplished after just hearing an explanation of what is to be learned. Ninety-three per cent of the total learning is accomplished after the student both hears and sees what he is to do. Total learning will be accomplished after the student feels himself doing the work as well.

3. *Retain interest and attention* – Training aids help to keep student interest by providing a change of pace and adding variety to the presentation.

4. *Save time* – Very often a training aid can present material more clearly and more thoroughly in a few minutes than you could possibly do in words. To present that same information, in words, might take hours – and might not be as clear.

5. *Provide emphasis* – Training aids call attention to main points and add emphasis to what has been presented. This will aid in retention because there is reinforcement of what was said. If you tell facts to someone he will recall 10 per cent later. Show him facts and he will recall 20 per cent later. Combine both methods and he will recall 65 per cent.



Characteristics of a Good Aid

Instruction Method	*Recall 3 hours later*
Tell alone	10%
Show alone	20%
Tell and show	65%

6. *Add realism* – Training aids help the student visualize what has been said and thus make the presentation realistic and believable.

Characteristics of Good Training Aids

If a good training aid is to do its job of adding to instruction, there are certain characteristics which the training aid should have. These characteristics should be kept in mind when preparing or selecting training aids.

1. *Appropriate* – The aid must be appropriate for the material you are presenting and it must be relevant. If the aid does not relate to what you are presenting, then it will have little value. The aid should reinforce the main point or points. The aid should also be appropriate for the group with which you are working.

2. *Simple* – Training aids should be easy to understand without an involved explanation. Only the important or main points should be shown in the training aid. Six or eight lines of type on a visual aid are the maximum for efficient usage. You can keep the aid simple by showing only the points relevant to your presentation. Minute details and unnecessary information should be eliminated from the training aids. A complex aid can be discouraging to the viewer. If it is not easy to understand, the tendency is to ignore the aid.

3. *Accurate* – Information presented in a training aid should be accurate and should agree with what the instructor has presented. An inaccurate aid can be embarrassing and it will also reflect on your competence as an instructor.

4. *Readable* – The aid must be readable by everyone. If it is not, it will be worthless and also distracting.

5. *Manageable* – To be effective a training aid must be easily used. An aid that causes you to appear awkward or that you have difficulty in operating is not effective. You, of course, must be completely familiar with the operation of the aid and be able to use it with ease.

6. *Portable* – The aid should be constructed so that it may be moved easily and transported from place to place. Although portability is not always a factor, it is wise to consider portability when preparing an aid because you do not know when or where you might want to use it.

7. *Subordinate* – The aid should supplement a presentation and not be the entire presentation. In other words, the aid should not dominate the presentation. In fact, the good instructor, although he uses aids, would still be able to make the presentation if the aids for some reason were not available to him.

8. *Necessary* – Any aid that is used should be used for a specific purpose. It should not be used simply to use an aid, to fill in time or to entertain. A rule of thumb would be one aid for each main point of your presentation.

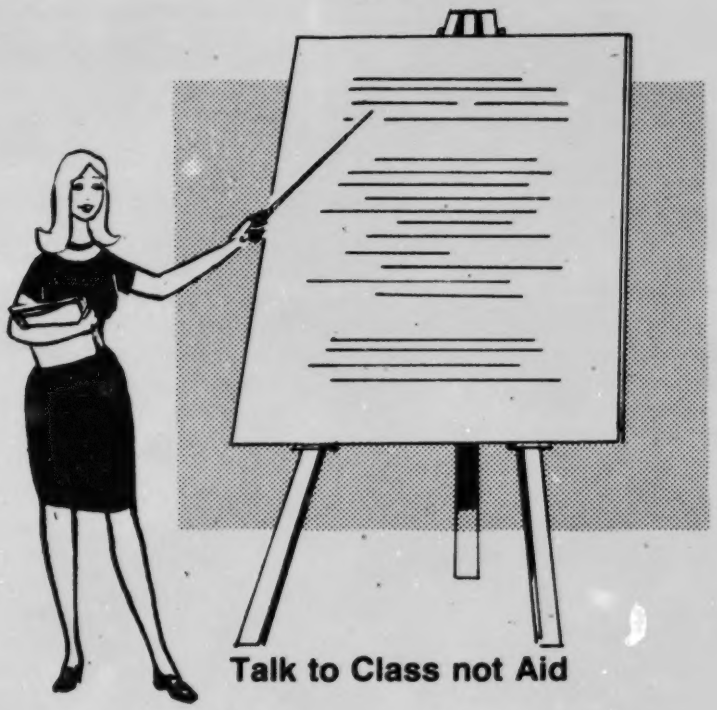
Use of Training Aids

There are techniques for the use of aids which, if practiced, will make the use of the aid as effective as possible. The techniques that apply to specific training aids will be discussed in connection with that aid. There are, however, certain general techniques that apply to all aids.

1. *Select the appropriate aid* – An aid cannot be effective if it does not tie in with the material that is presented. So you must review the material to be presented, determine the points which need illustration and then select the aids which will best do the job.

2. *Be completely familiar with the aid* – You must know how to operate the aid and how to use it correctly without problems. This requires practice and using the aid until you are comfortable with it.

3. *Arrange aids so everyone can see and hear* – This means getting to the meeting place in sufficient time to set up your aids and to determine if everyone will be able to see and hear.



4. *Use the aid at the proper time* – This requires planning so that you do not show the aid too soon or too late. An aid will be effective only if it is used when

you intended to use it. To avoid having the students see the aid before it is time, you should keep the aids covered when they are not in use. Also, remove the aid when you are finished with it. If an aid that has served its purpose is allowed to remain where students can see it, it can become a distraction. Students will keep looking at it and will not be giving their full attention to you. If you indicate in your lesson plan when you want to use an aid, you should have no problems.

5. *Use a variety of aids* – If possible, you should vary the aids that are used in order to maintain interest. This, however, could be overdone, so for one session it would be advisable not to use more than two different types of aids.

6. *Speak to the group, not the aid* – It is easy to look at and talk to an aid when you are using it. If you practice using the aids so that you are completely familiar with them, you will be able to look at the class and maintain your eye contact with them while you are using the aid. Standing to the side of an aid will help you do this and will also insure that you do not obstruct the student's view of the aid. Check the aid to determine that it is working. Items such as projectors should be carefully checked before the session to be certain that they are operating correctly. You should also be prepared with spare bulbs in case a bulb burns out.

If you use the training aids correctly, they will add to your presentation. If you do not use them correctly, they can become distractions. You should do everything possible to insure that the aids you use are not distractions but rather are attractions.

Types of Training Aids

1. *The blackboard or chalkboard* – The chalkboard is perhaps the most frequently used training aid and is probably the best known. Almost every classroom is equipped with a chalkboard of some type and portable chalkboards usually are readily available. The chalkboard is a relatively inexpensive aid and quite versatile. It can be used to enumerate items, to develop problems and solutions, to draw simple sketches and to enumerate the points that you are presenting.

Keep your writing to a minimum, using only one word if possible. If one word accompanied by your explanation will not be sufficient, keep your statements as concise as possible. If you are going to put a sketch on the chalkboard, you can use a pencil to outline it on the chalkboard and then during the session, follow the pencil lines with your chalk.

You should practice using the chalkboard so that you can print and draw legibly. It is important that the members of the class be able to read what you put on the chalkboard. As a general rule, you will find that printing is more legible than writing. By practice, you will learn to print in a straight line without squeaking the chalk.

Colored chalk may be used on chalkboards. You will find, however, that some of the colored chalk does not erase as easily as the white. On a blackboard, white chalk is effective. On a green chalkboard, yellow will be more readable than the white would be.

Your blackboard should be clean at all times. A dirty blackboard is a hindrance to legibility and also indicates unpreparedness on the part of the instructor.

When you are using the chalkboard, do not attempt to talk to the group. If you do, you will be talking to the chalkboard and not to the group. To avoid long periods of silence while you are printing, keep your statements brief and concise and do the printing as quickly as possible. To avoid blocking the view of a class member, stand to the side of the chalkboard with your body at approximately a 45 degree angle. You can stretch your right arm so that you can write easily. If you are left-handed, then you should stand at the opposite side of the chalkboard at the same angle.

Also, if you use a pointer to refer to something that is on the chalkboard, watch that you do not block the view of the class. Again, you will want to stand at the side of the chalkboard and hold the pointer in the hand closest to the aid. Be certain that you do not tap the pointer on the chalkboard but rather hold the pointer steadily on the part of the aid to which you are referring.

When you have finished with the material on the chalkboard, be certain to erase it. Also when you are finished with the chalk or the pointer, put it down. Chalk or a pointer kept in the hand can become distractions if you start to play with them. Of course, if you are going to use the chalk or pointer within the next minute or two you could hold it in your hand for that time period.

In setting up the chalkboard, be certain that everyone can see it. Also check the glare. If the chalkboard is too shiny, you may find that there is a glare. You can overcome this by turning off lights or lowering shades. Green chalkboards usually do not provide as much a glare as do the black ones.

2. *Chart Pad* – The chart pad, which is usually an easel with a large pad of paper attached to it, is used in much the same manner as the chalkboard. It, of course, is not as large as most chalkboards. Therefore, writing surface is limited. Usually a grease crayon or pencil is used for writing on the chart pads; these come in several colors, so color may be added for emphasis and attractiveness. Regular crayons can also be used but these do not usually provide as wide a writing surface as do the grease crayons.

The pages of a chart pad can be prepared in advance. This is one of the advantages of the chart pad. If you do prepare the pages in advance, it is advisable to leave a blank sheet between the pages so that when you finish using one page and flip it over, the next page is blank and you will not be revealing your next aid until the proper time. Another method of insuring that aids are not revealed until the proper time is to use the paper strip-down method. In this method, the material is prepared and then strips are placed over the material, attached either with masking tape of scotch tape. The strips are removed as each item is to be revealed. This paper strip-down method may be used on chalkboards as well as chart pads.

If you want to save any of the material that is put on a chart pad, the pages may be torn off and saved.

The limited size of a chart pad can be a disadvantage. You can overcome this by careful and thoughtful preparation of how you are going to use the chart pad

and what you are going to put on it. Another disadvantage is the difficulty of erasure. The same techniques that are used with the chalkboard apply to the use of a chart pad. You should not talk to the aid. You should not block the class's view. You should keep your writing to a minimum. You should write legibly and quickly. And, of course, remove the aid when you are through with it. In the case of a chart pad, removing the aid may simply mean flipping the page over. It is advisable to practice flipping the pages of a chart pad so that you can do it easily and without a great deal of noise.

3. *Charts* – A chart may be a poster or graphic device. Diagrams, photographs, graphs, word messages can be put on heavy paper or cardboard to make a chart. In preparing a chart, keep in mind that simplicity and neatness are important. A complex chart may not be nearly as effective as a simple chart that is readable and understandable. The paper strip-take down method can also be used with charts, although it is not as necessary because you can prepare a chart showing only the points you want shown at a particular time. Here is a guide to legible lettering.

GUIDE TO LEGIBLE LETTERING

Size of Chart	Height of Letters	Thickness of Lines	Maximum Distance of Chart
22" x 28"	1/2"	1/8"	10 feet (10-15 persons)
22" x 28"	5/8"	1/8"	25 feet (15-30 persons)
28" x 44"	1"	3/16"	45 feet (30-60 persons)
28" x 44"	2-1/2"	1/2"	75 feet (60-100 persons)

Simple block letters, a little taller than they are wide, will be readable. Do not crowd the letters or make them too far apart. The guide to legible lettering provides guidelines, but you can check your best results by observing the chart from the farthest corner in which it will be used.

If you are using more than one chart, arrange the charts in the order in which they will be used so that you will not have confusion during your presentation. The techniques for using the chalkboards and chart pads also apply to the use of charts.

If you have charts and do not have an easel on which to place them, you can hold the chart in front of you. If you do this, be very careful that you do not look down at the chart as you are holding it. Also do not hold the chart in front of your face. Hold it at body level.

4. *Flannelgraphs* – A flannelgraph, or as it is better known – a flannel board, is a chart or graph that is built up by placing cut out illustrations against a flannel background. The flannel is stretched across a board or a frame. Cut-outs or slap-ons are backed with flannel or fuzzy flock that will cling to the flannel on the board or frame. The cut-outs may be very easily moved around and thus

can easily portray movements. The slap-ons may be prepared in advance or you can secure some that are covered with acetate and are blank. On those you may write and then later erase the writing. Styrofoam items will also stick to flannel boards thus making a three-dimensional picture possible.

Flannel boards are usually portable and vary in size. Many of the portable ones have their own carrying case equipped with handles for easy portability.

Flannel boards may also be made by placing a piece of flannel against a hard, flat surface such as a board or stretching the flannel over a frame. The board provides a firmer surface and makes it easier to use the flannel board.

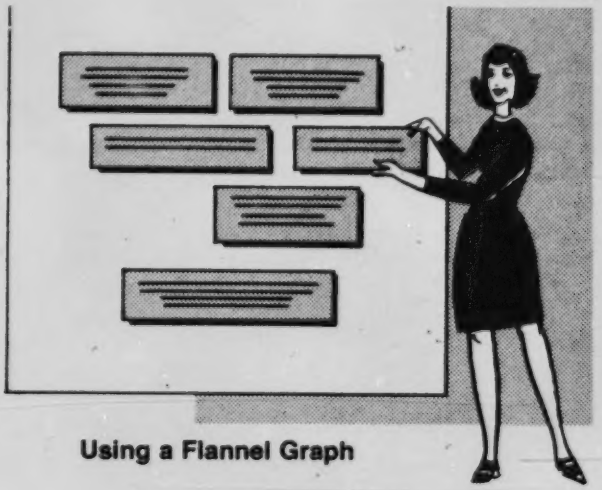
In setting up the flannel board, it is wise to tilt the board slightly from the vertical position. The bottom should be slightly forward which will help to keep the slap-ons from falling.

You may make your own items to place on the flannelgraph. The first step would be to plan the words or sentences or illustrations that you need for your presentation. Then, you should make your cut-outs simple and dramatic in shape or if they are words, print them legibly and large enough so that they may be seen. Next back your cut-outs with a piece of flannel, flock, rough grade sandpaper, or masking tape. Any of these items will adhere to the flannel.

To use the flannelgraphs, you should organize your slap-ons or cut-outs in the order in which they will be placed on your background. Practice the use of the flannelgraph so that you will place the slap-ons correctly and so that they make an attractive appearance. Place the slap-ons on the flannelgraph one at a time. Of course, you should keep in mind that you want to look at your audience and talk to them, not the aid.

If the students are not familiar with a flannelgraph, it is advisable to explain it to them briefly. If students are wondering about the aid, then they will not be paying attention to what you are presenting.

Magnetic boards that work on the same principle as the flannelgraph are available also.



Using a Flannel Graph

5. *Overhead projector* – The overhead projector is one which projects large transparencies onto a screen or a flat wall surface. It is frequently referred to as an "over-the-shoulder" projector. The reason for this is that you operate the projector while facing the class and since you can read what is on the projector without looking at the screen you do not need to lose eye contact with your group. It is possible, too, to point out items on the transparencies without turning around. You can point to the item or items on the transparencies.

It is also possible to write on the transparency using markers made especially for this purpose. Some of the markers are permanent; others are not and you may erase the writing when you have finished.

Overhead projectors may be used in a lighted room, although occasionally you may want to adjust the lights over the screen for better visibility.

Transparencies, for use with an overhead, are relatively easy to prepare. There are machines available which will transfer typewritten material to a transparency for projection purposes. Or, you may print on a transparency using a special marker that is available in most stationery stores. Overlays can also be used, thus permitting a cumulative presentation to be made.

To use the overhead projector, you should arrange the room so that everyone can see the screen or the wall where the projection will be made. This means testing the room set-up before the session to insure visibility. You should be prepared with a spare bulb and possibly an extension cord since the room in which you are meeting may require the use of an extension cord. A screen tilted out at the top will give you a squarer picture.

It is a good idea to arrange your transparencies in the order in which they will be used. In fact, you can number them or letter them in the proper order for easy checking. If you place the transparencies to the left of the machine in the order in which they are to be used, it will be very easy when you want one of them to pick it up, place it on the projector and then turn the projector on. After you have finished with the transparency, turn the projector off, remove the transparency and place it face down on the right side of the projector. By following this procedure, at the end of the session the transparencies will be in their original order and ready for your use the next time.

It is important to turn the transparency projector off when you are not using it. This permits cooling and also eliminates a distraction from the classroom.

Watch your transparencies for signs of too much heat, such as curling or browning. The projectors are equipped with a fan for cooling purposes but sometimes the fans are not working. Also, those transparencies that have a great deal of ink on them, such as a picture, are more sensitive to heat than are others.

If you have not used an overhead projector, be certain that you practice with it so that you are familiar with its operation. Also, you should learn how to replace the bulb which in most instances is a simple operation.

6. *Opaque projectors* – The opaque projector will project illustrations from textbooks, magazines, newspapers or other printed materials onto a wall or screen. A series of mirrors makes the projection possible so that special preparation of materials is not needed. Most opaque projectors will project a device up to ten inches by ten inches if it is not more than one or two inches

thick. Photographs may be projected also. It is advisable in projecting a photograph to put a piece of glass that will not crack from the heat over it. This protects the photograph and also keeps it flat. If a single page is being projected, it is a good idea to mount it on a stiff piece of paper to insure that it will remain flat and not curl. If the paper curls, it is difficult to focus on the entire sheet.

A disadvantage of the opaque projector is that the room must be darkened for its use. This does not facilitate the taking of notes by students. Also, opaque projectors are quite bulky and while they are not heavy, their size does limit their portability.

If you use the opaque projector and want to point something out on the screen, use a pointer and stand to the side of the screen so that you do not block the student's view.

7. *Slide and filmstrip projectors* – Slide and filmstrip projectors also project images onto a screen. The slides are individual pictures whereas the filmstrips are a series of pictures. Both, however, are effective and the results are similar. Realism can be provided by the use of slides of filmstrips. Also they are attention getting and keeping.

The projectors are usually quite portable as are the slides. To use the projector it is necessary that the room be darkened. Thus, the students cannot easily take notes.

Some of the projectors are equipped with remote control devices which permit you to operate the projector. Other projectors have a device for turning off the lights when the presentation is ready to start. And, some have focusing devices so that each slide is automatically focused.

The preparation of a slide or filmstrip presentation requires a great deal of preparation and rehearsal. Audience involvement should be the key element in the design and planning of a slide talk. This means that you will select your slides carefully and prepare the script so that the audience is as involved as much as possible.

It is essential that the slides be arranged in proper sequence and that none of them are upside down. If the projector cannot be operated by you, then you should work out a system with the individual who will operate the projector so that the slides will be shown at the proper time. The system can be done with words such as "on the next slide" or you may have a wire connected to the operator's table so that a light flashes on when you want the next slide. It is also possible to use a bell, a snapper or the tapping of a pointer. Whatever system you select, you should rehearse it with the operator of the projector so that you may give a very smooth presentation.

You may also have to arrange for the lights to be turned on or off. Don't forget that if the lights are off in the room, you may need a light at the lectern so that you may see your notes. Consideration should be given, too, to standing on a raised platform beside the screen, particularly if you want to refer to the image on the screen. Of course, you will use a pointer to refer to the image. You won't want to use your finger because your body would cast a shadow.

During your presentation be certain to leave the slides or pictures on the screen long enough for your group to study them. A rule of thumb would be

three to five slides a minute. You must remember that the slide is new to the group and they will need time to study it. Your commentary, of course, should apply to what is on the screen. Once the slide is gone from the screen, do not refer to it. If you have carefully planned and rehearsed your presentation, there should not be any instances where slides are removed too soon.

Slides and filmstrips may be purchased for use in your presentation. Be certain, however, that they convey what you want them to convey, and that they agree with your presentation. You may take your own slides for presentation also. Many times these will provide more realism since you can take them in the actual locality.

8. *Motion picture projector* – Motion picture films are usually quite effective because they provide realism and involve motion and sound. Films usually will present, in a short period of time, information which would take much longer to present in a different form. It is also possible for students to relate to the film and become a part of it.

As with all aids, however, a film is effective only if it is used correctly. It is very essential that the film portrays what you want portrayed. In addition, you must be completely familiar with the film and what is contained in it. To do this, you should preview the film and if possible, preview it more than once. Two or three previews would be very helpful. As you preview the film, make notes that you can use in your introduction of the film and also at the end of the film to stimulate questions and discussions.

If you are going to use a film in your presentation, then you should be certain that the room is in readiness for the showing of the film and the projector ready for operation. You should also be prepared with a spare bulb for the projector and you should know how to splice a film in case the film breaks during presentation. If an operator is going to run the projector for you, then he should be able to change the bulb or splice the film.

If a sound track is used with the film, be certain that the film and sound track are synchronized. It can be quite embarrassing and ludicrous if the two do not agree. When you set up the room be sure to adjust the sound so that everyone can hear as well as see.

In introducing the film, you should "set the stage" for it. It is important that you let your audience know what the film will be about, what you want them to watch for and why the film will be of benefit to them. Some films are designed so that you may stop the projector at a half-way point and conduct a discussion on the first half. If you are going to use this technique, be certain to tell the group that you are going to do it. This will prepare them. Using this technique helps to maintain interest and involves the group with the film.

Room set up and screen selection are important factors in making the projection effective. You must be certain that the room is large enough to seat the entire group comfortably and that the screen is large enough. In a room with auditorium seats or chairs in a row, you will need six square feet of floor space within the "good" seating area for each person. If the room has desks or tables, then you should allow ten or twelve square feet per person. An accepted rule of thumb is that no one should be seated closer to the screen than about six picture

widths. You will find that the best seats are within a trapezoidal area no more than 45 degrees on either side of the projector if you are using a matte white or lenticular screen. If a glass beaded screen is used, the useful angle of view may be cut in half.

Matte screens have a non-glossy white surface. This will defuse light evenly in all directions and reflect about 85 per cent of the light from the projector. These screens are standard for use with high-wattage overhead projectors and for use in wide, shallow rooms in which viewers may be seated at extreme angles. They have a smooth surface which makes them suitable for use when fine detail appears in the material to be projected and when viewers sit close to the screen.

Lenticular screens are identified by their distinctive pattern of ribs, squares, or diamond shaped areas. Usually most lenticular surfaces have a metallic appearance. These screens reflect nearly all the light from the projector. There is very little light wasted on the floor and the ceiling or off to the side. You will find this screen specially suitable if you need a wide viewing angle and if there is a considerable amount of ambient light.

Beaded screens work on the same principle as reflective highway signs. Tiny glass beads are inbedded into the surface and reflect nearly all the light striking the screen directly back in the direction from which the light came. It is easy to see, therefore, that beaded screens give a bright image to viewers seated near the projection beam but those that are away from the center aisle do not have as a effective a view. Beaded screens are ideal for long, narrow rooms with good light control.

All screen surfaces require shielding from extraneous light if you want the projection to be good. If you have severe light problems and cannot darken the room, you can try placing the screen in a corner of the room nearest the windows and facing away from the windows. This may improve the image a little.

In front-screen projection where you set the projector in front of the screen, the room must be darkened and you have to be careful not to cast a shadow on the screen. In rear-screen projection, the projector is behind the screen and thus is eliminated from the audience's view. Rear-screen projection does require the use of a special screen which will permit the image to shine through the screen because the projector is in back of the screen. The advantages of rear-screen projection are: less distraction; the room does not need to be totally darkened; and there is no danger of someone tripping on an exposed wire. Also, you are free to move about, you can see your audience and there is a professional atmosphere to the use of rear-screen projection. There are, of course, certain disadvantages such as the need for more space. You do need room behind the screen to set up the projector and to throw the image. Some rooms are equipped with rear-projection screens and these are ideal. It is an involved process to set a room up for rear-projection unless the room is equipped for it.

9. *Mock-ups, cut away models* – Mock-ups or cut away models provide realism and often enable a student to see the inner workings of an item. Mock-ups can take the place of actual equipment if it is not available.

If the model is a working model, then you can give a working demonstration. You should not use the model or cut away until you are ready for it. If it is too large to be behind a desk or in some secluded spot, then cover it until you are ready to use it.

10. *Tape recorder* – A tape recorder may be used as a training aid in some programs. It is particularly useful if you are critiquing a presentation or helping individuals improve their speech habits.

11. *Video tape recorder* – A video tape recorder permits instant replay of something that has occurred. The recorder can also be an effective training aid, particularly if a demonstration or practice session is recorded and then played back. This permits the group to make a critique of the presentation and to learn what should be improved.

Since students can interpret things only in terms of their own background of experiences, the good instructor will take advantage of every resource which will increase the effectiveness of her instruction. There are four S's to remember in connection with training aids. They are: stick, sell, savers and simplify. Training aids help instruction *stick* by getting students to learn. Training aids *sell* by arousing interest and attracting attention. Training aids are *savers* of time. And, training aids *simplify* because seeing aids understanding.

It is essential to remember that training aids do not do more than supplement instruction but since all learning is the result of sensory experiences, whether they are touch, taste, smell, hearing or seeing, good instruction will appeal to as many of the sensory experiences as it is possible.

Control of the Group

Group Structure

Your group will be composed of individuals, each one different from the other. After the initial apprehensiveness is over and the individuals start to feel relaxed with each other, they will function as a group. But, in spite of that, the personalities of the individuals will emerge. To develop group cohesiveness, you will be concerned with both the individuals and the group.

Establishing a Friendly Atmosphere

The physical set-up of the room can affect the attitude of the participants. Keep it as informal as is possible.

At the first session, introduce yourself, if this is not done for you. Don't brag but you should tell the group a little about your experience and background that will help them understand your qualifications for presenting the topic.

If the participants do not know each other, let each one introduce himself. In the introduction, each individual can tell a little about himself and what is expected from the session. Name cards are helpful, particularly the folded over variety on which the name can be printed on both sides. These permit you to see the name (if a grease crayon or felt marker is used); those on the other side of the room can see it; and those on each side of the participant.

Also, explain to the group what is to be presented and how the sessions will be conducted. If this is the first of several sessions, tell the group briefly what will be covered in each session. This is also the time to let the individuals know that participation is desired, that you will welcome their contributions, their questions, and even their disagreements.

Remember to stress how the sessions will benefit them, and how it relates to them – motivation.

Make everyone feel important by utilizing their contributions, by praising good answers, and being friendly and sincere.

A smile, a positive, enthusiastic attitude will do much to establish a friendly atmosphere in which learning can take place.

Obstacles To Getting Through To Groups

Primarily the same obstacles that apply to getting through to one individual are involved in getting through to a group. These are obstacles such as distractions, emotions that prevent listening, conviction that the subject is already known, not listening, and words not meaning the same thing to everyone. But in addition to these there are some additional problems.

First, you as the instructor must talk to the whole group. So you must appeal to the needs and desires that the group has in common. Thus your presentation – content and delivery – will of necessity be that which will best get through to all.

Second, it is easier for an individual to withdraw his attention when in a group situation. In a two-party conversation, he knows that attention is necessary. In a group situation, an individual can easily let someone else respond and take the responsibility for feedback.

Third, there is less opportunity to get feedback from a group as contrasted with a one-to-one situation.

And, the fear of saying the wrong thing is intensified in a group situation. There are more individuals who will hear "the goof." By contrast, there are also more individuals to be impressed which often causes remarks to be made for that purpose, rather than for understanding.

Techniques To Get Through

You can overcome the obstacles by adapting the techniques of a one-to-one situation to the group process.

First, be certain to start your presentation by explaining the objectives. Let the group know what is going to be accomplished in the session.

Second, use examples or illustrations whenever an idea could be subject to more than one interpretation. This will lessen the possibility of misunderstanding and help the individuals in the group to know what you mean.

Also you should work into your presentation, the opportunity for some mental activity about what you are presenting. In other words, require the group to think about what you are saying.

Questions will help to get the group to think. Whether you answer the questions yourself or wait for the group to answer them, questions are thought-activators. When questions are asked, we start to think.

Repeating and summarizing will also help the group to absorb what is presented. So you should include both throughout your presentation. The summary is particularly significant at the end of the session. The individuals will take the summary with them.

Individual Attitudes and Personalities

Although each group with which you work is made up of different individuals, you will soon discover that certain personality types occur in every group. Each group usually has a monopolizer, a silent one, a side-tracker, a slow student, and an arguer.

As an instructor, you will want to cope with these attitudes and make each individual a contributing member of the group. The more tactfully you can do this, the more successful you will be. You will have fewer, if any, mental or physical dropouts.

The Non-Participant

The non-participant does not become involved in discussions or class activities. Although he doesn't cause any trouble in the classroom, you should be concerned about getting participation. You need it to determine reaction and whether or not there is understanding.

Why does the individual remain silent? There are several possible causes. He may not be interested in the topic. It may not be satisfying the individual's needs or the benefits to be derived may not be understood.

Or perhaps the individual may feel inferior to the rest of the group – because of the knowledge of the subject or the amount of education. He may feel that his background in the subject does not permit him to make a worthwhile contribution.

The individual may feel that he doesn't belong to the group. This could be the result of feeling inadequate or it could be because of his position in the organization. For example, a clerical worker may feel insecure with a group of supervisors.

Perhaps the objectives of the session are not clear so the individual remains silent. He may not want to appear foolish in front of the others.

Slow thinkers are frequently silent individuals. By the time the individual formulates his thoughts and is ready to express them, someone else has already said it.

Remember, too, that some individuals prefer to listen.

There are things you can do to decrease the possibility of an individual being silent and also steps you can take to help the individual become involved in the session.

Preventive measures would include making certain that the objectives and value of the session are understood. The benefits to be derived from the session should be related to the group's needs.

A friendly atmosphere, one in which individuals will feel free to participate, is a preventive measure.

During the session you can help the individual make a contribution. For example, if you are watching the reactions of the group members, you will sense when the silent one wants to contribute to the discussion. Then, make it easy by a comment such as, "Mary, you appear to have something to say." If Mary doesn't respond, don't force the issue.

Sometimes a relay-type question can be used. Everyone in the group is asked to answer the same question. Usually this is an "easy-to-answer" question which helps the silent person make a contribution. The use of a question that can be answered by a "yes or no" may also work. If you can get the individual to make a contribution, no matter how small, you'll usually have a participating group member. Praise for the contribution will have a positive effect.

You may also want to spend a little more time getting acquainted with the individual.

Frequent summaries will help the slow thinker to understand what has been presented.

If the subject matter lends itself to small groups within the class, this will encourage the silent one to become involved.

The Overly Talkative Student

The opposite of the silent one is the individual who talks too much. He

responds to every question, always has a contribution to make. Frequently, he talks so much that no one else has a chance.

This may occur because the individual does have a great deal of information that he wants to share with the group. It arises from a sincere desire to be helpful.

Or the individual may be impatient with the progress that is being made. So by making contributions he tries to speed things up. It is possible that he is a fast learner or has a good understanding of the subject.

It could also be that the individual wants recognition from the instructor and/or the group. Or it may be an attempt to establish himself as the unofficial group leader.

To discourage the possibility of anyone becoming a monopolizer, you should emphasize at the beginning of the session that you want contributions from everyone. When this is understood by everyone, someone in the group will let the talkative student know that he is talking too much. It will also encourage everyone to participate and thus not permit the monopolizer to develop.

If you know that an individual in the group has a good background in the subject, you can plan to use his experience or ability. This will provide recognition, make the individual feel important so he doesn't have to monopolize the session.

During the session you can encourage others to contribute. This may be done tactfully by a comment such as, "Your ideas are very good, Joan. I'd like to hear from some others." Then direct a question to someone else or just select someone to comment.

Or, ask the group to comment on what has been contributed. A comment such as, "Would you like to add to that, Mary?" or, "What is your opinion on this, Mary?"

Another technique would be to restate what was contributed, ask if that is what was meant, and then ask for comments from others.

A request for a summary will require the monopolizer to come to a conclusion and will discourage rambling.

The Procrastinator

The procrastinator tries to delay the start of the class or getting started on the subject. He may also try to sidetrack the instructor.

This may occur because of a lack of interest in the topic. Or perhaps he wants to avoid the topic – doesn't see the value in it.

Sometimes emotional or personal problems may be so intense that the individual can't concentrate.

It may also be that the individual wants information that is not related to the topic.

The most effective preventive measure is to make the objectives clear and let everyone know what is to be covered and the direction in which the sessions will go. This will help the individuals know what will be relevant.

You may not be able to help with the emotional or personal problems but you should see if something can be done.

While the session is going on, you will have to be very alert to attempts to sidetrack you. If you permit yourself to be sidetracked your time schedule will be off and you won't reach your objective. This will be discouraging to those in the group that are sincerely interested in the subject.

When contributions are made, try to relate them to the subject.

If the sidetracker persists, you may find it necessary to comment that the contribution is not pertinent and return to the subject. This should be done as tactfully as possible. Perhaps you can point out that the subject will be covered in a later session or offer to discuss it at another time.

The Slow Student

The slow student may not have a good understanding of what is expected of him. Or perhaps he feels that the session is too advanced for him.

Or the student is unable to see or hear the instructor or the training aids.

In addition, some individuals are slower at learning than are others.

To prevent hearing and seeing difficulties, you can check more carefully on the room set-up to insure that everyone can see and hear.

Frequent summarizing during the session will encourage the slow learner and provide reinforcement of learning.

It may also be helpful to provide some individual counselling and guidance to help the individual understand what was presented.

The Arguer

The arguer differs with everything that is said or questions everything. This is frequently done to "show up the instructor."

In coping with the arguer the most important thing to remember is to keep your self-control. Although it may be a temptation to "tell him off", don't. You can't "win" an argument. But you will win by exercising self-control. Also avoid getting personal.

It is a good idea to ask the arguer to support his arguments or statements with facts; ask him to explain his comments and to supply evidence.

You can also request reactions and comments from others in the group.

Periods of Silence

Boredom, too long a session, fatigue, or thinking may cause the entire group to be silent. Or perhaps the monopolizer or the "know-it-all" has caused everyone else to sit back and say nothing.

Sometimes it's the instructor's fault that there is silence. The instructor may have been critical, sarcastic, or may have in some way discouraged participation. Asking questions and answering them before the group has a chance to respond can cause inactivity on the part of the group.

If the group is at the session against its will, you may experience group silence. They are showing their resentment at being forced into something.

Periods of silence may be avoided by a sincere friendly atmosphere. The more you can motivate the participants and develop interest, the less silence you will

experience. If the group is a captive one – they must be there – you will need to do more in the area of motivation. With this type of group, concentrate on how they will benefit from the session, plan for active involvement by all participants, plan to use their knowledge, and provide opportunities for learning, re-learning or discovery early in the session.

Allow the group sufficient time to respond to your questions. A minute may seem like a long time when you are waiting for an answer but it isn't if you are formulating an answer. You'll find that while a period of silence may be uncomfortable, someone will break it.

In the extreme case where you cannot get participation, it may be judicious to talk to the group about it. They will probably be very helpful in discussing why they are silent. With this knowledge you can adjust your material to meet the desires of the group.

Side Conversations

No matter how attentive the group may be, there is always the possibility of two or more individuals exchanging comments with each other. This may occur because of disinterest, boredom, fatigue, the schedule not being followed, or the individual isn't confident enough to express his opinion to the group.

If you sense that the group is disinterested, adjust your presentation. Try to arouse or stimulate interest.

Take a break if you sense that the group is tired – even if the break is not scheduled. Sometimes a three-minute stretch break can work wonders.

Following the established schedule is advisable. It discourages individuals from making comments to each other such as "Aren't we supposed to have a break?" or "I thought this was to be over at 9:30?" Of course, a difference of a minute or two in the schedule will not create problems.

If you have established the proper class atmosphere, the individuals should feel free to comment and participate.

Side conversations that are not disturbing you or the group may be ignored. Normally they do not last long. If the conversation continues, you should take action to stop it.

You may just stop talking yourself. The offending individuals will soon stop when they realize that everyone is aware of their conversation.

Or you may direct a question to one of the individuals. Do this in a friendly way and don't allow yourself to be sarcastic or to show annoyance. The individual will be embarrassed enough without you adding to it.

Frequently the group will take care of the situation and let the individuals know that they are creating a disturbance.

The Instructor's Responsibility

As an instructor you have the responsibility of getting everyone involved, in helping everyone to learn. This requires you to do all that you can to make each individual in the group a contributing, learning person. The better you understand people, the better instructor you will be.

Questioning Techniques

Why Question?

Why should an instructor question students? The main reason is to stimulate thinking, to arouse thought processes. Other reasons are to

- develop understanding
- secure attention
- direct thinking
- stimulate discussion
- evaluate progress
- increase interest
- emphasize main points
- help a timid person participate

Questions bring about active learning. They get the students involved, increasing interest and helping them retain what is presented.

Types of Questions

The direct question is a question that is addressed to a specific individual. The overhead question, on the other hand, is directed to the entire group – anyone may answer. The third type of question – the rhetorical is also addressed to the entire group. It differs from the overhead question, however, because an answer is not expected or wanted.

The overhead question is often used to start a discussion, to get individuals thinking and reflecting. The rhetorical question may be used at the beginning of a session to secure attention, to increase interest, and to stimulate thinking. The direct question is used to evaluate progress, help a timid person participate, to secure attention and direct thinking. Any one of the three types of questions, however, may be used to accomplish the instructor's purpose.

Characteristics of Questions

There are certain characteristics that all questions should have. Good questions will:

1. Have purpose. Each question should have a definite purpose. One question may be used to secure attention, another to stimulate thinking, and another to help a timid person participate.

2. Require thinking. Questions should be worded so that they cannot be answered with a "yes" or "no." Also they should discourage guessing and require that the answer is based on information.

3. Be understood. Questions should be clear and worded so that the students understand what is wanted. Language and terms the student knows should be used in asking questions.

4. Be brief. A question should be brief so the student can remember it. If a question is long, the students won't hear the last part of the question; they'll be

thinking about the first part of the question. Or they'll become confused because of trying to remember all of the question.

5. Emphasize one point. Each question should be concerned with one main thought. Two questions should not be asked as one.

For example "What is a subject file and how is it used?" is really two questions, so they should be asked separately, one at a time.

Asking Questions

Questions should be directed to the entire group. If you want a specific individual to answer it, call on him after you ask the question. By directing the question to the group first, you cause everyone to think about the question and to form an answer. To provide the opportunity to think about the question, it is wise to ask the question, pause and then call on the student.

Include all of the students in your questioning. Don't confine your questions to those who know the answers or who seem interested. Also don't follow a pattern in asking the questions. The pattern is soon detected and students listen only when it is their turn.

Questions should be a part of your presentation, not separate from it. They should be asked in a normal, conversational tone.

Words such as why, where, how, when, what may be used in phrasing questions. Explain or describe may also be used. For example:

What is the indented letter form?

or

Describe the indented letter form.

Your tone of voice should be friendly and sincere. It should encourage the individuals to respond.

Student's Answers

All answers should be acknowledged and evaluated. Comments such as, "That's a good point," "Yes," or "That's a good answer" help the individual who answered and the group to appraise the answer. If the answer is not complete or correct, you can ask for additional comments from the group, or direct another question to the one who answered. By skillful questioning you help an individual discover the flaws in his reasoning.

You should allow the person or the group time to answer. Remember, you know the purpose of the question and the answer you want; the group does not. So the individual or group requires time to think about the answer and to formulate the response. If you directed the question to the entire group (an overhead question), you will probably experience a period of silence while the group thinks about the question. Don't worry about it. Eventually someone will "break the ice."

Don't answer your own questions. If you do, you will cut off the discussion and responsiveness.

Don't belittle anyone because of the answer that is given or be sarcastic. Your function is to create an atmosphere conducive to learning. This means that all individuals in the group should feel free to contribute without the risk of being embarrassed or ridiculed.

Make certain that everyone hears the answer.

Questions should be a natural part of your presentation. You should know what questions you want to ask and where in your presentation you are going to ask them. But at the same time be prepared to adjust your questions for the group and according to the responses you receive.

Questions will

- improve student interest
- help you adjust instruction to the student level
- reveal student's attitudes
- permit participation by students
- provide for reinforcement of main points
- check the effectiveness of your instruction
- help a timid person express his thoughts
- get the attention of an individual

You As A Leader

One of the important roles you play as an instructor is that of a leader. This does not mean the driving, aggressive, overpowering leader who exerts power and control over others. Individuals who fit this description tend to put domination before learning and the interests of others.

The most effective instructor encourages individuals in the group to become involved and to be active participants. At the same time that he is encouraging creativeness and involvement, he is decisive. He knows where he is going and how he is going to get there. He realizes too that he is the model or example. Therefore, what the instructor does and how he does it are very relevant to the success of the session and program.

Effective leadership in teaching requires the ability and willingness to inspire, guide, direct and control students. You will want to plan your course and lead the way.

The Instructor – A Catalyst

The instructor is a catalyst – bringing about a change in the individuals who attend his session. What an instructor does and how he does it will influence the degree of change. The instructor who motivates, who arouses interest and maintains interest will be more successful than the instructor who does the opposite.

It is important that you, as instructor, maintain naturalness. You cannot be a carbon copy of another instructor. You can adopt methods and techniques used by others – if – you can make them a part of you. So, to a certain extent, you instruct in your own way. There are, however, certain guidelines and techniques that are basic to all instruction.

Know Your Group

One of the most essential requirements for a successful instructor is to know your group. Only by knowing your group can you insure that your material will meet the needs of the group. In John W. Gregory's, "The Seven Laws of Teaching", the first three practical rules for instructing concerns the student. They are:

1. Adapt lessons – to the pupils.
2. Select lessons which relate to the environment and needs of the pupils.
3. Consider carefully the subject and lesson to be taught and find its point of contact with the lives of your pupils.

You should remember that as an instructor you are a facilitator of learning. You teach people, not subjects. The subject matter of a class is really the student. Your knowledge is the tool – not the product. When you use the tool to communicate and meet the needs of the student, you have skillfully used the tool.

To be a successful instructor, you will prepare your material so that it answers the questions:

"What's the purpose of the knowledge I am dispensing?"
"What is it supposed to accomplish?"
"How will it benefit the student?"
"What's in the minds of the students?"
"Why are they here?"
"Am I speaking to a captive audience?"
"Is this an in-service program to which they were required to come?"
"Is this an in-service program which they requested?"
"Are they attending merely to get some points for merit or are they actively interested in improving their work?"

Other vital questions you should ask yourself are:

"What do they expect from me?"
"What are their needs as far as their employment is concerned?"
"Is this a group of recent school graduates that need to hear of practical experiences?"
"Is this a group of experienced workers that need to have some of their knowledge renewed or supplemented?"
"Is this a group that is at odds with each other and need to learn how to work together?"
"Is this a group that the administrators have coerced to come to present a better front to the public?"
"What does the subject have to do with their everyday working experience?"
"What is the need in their workaday world?"

You will also want to know something about the background of the group.

"Are you in an urban, suburban or rural area?"
"Are you working with high school graduates just out of school?"
"Have they been out of school a long time?" (Perhaps there is a mixture.)
"Are you speaking to individuals who have been attending in-service meetings and other forms of continuing education for years?"
"Is this a Ghetto area or a privileged area?"

It is essential that you learn as much about the group as you can. This will help you decide on which aspect of your subject most nearly fits the information and thinking of the group, and the demands of the situation.

Know Your Subject

To instruct others, you must know your subject. In addition to formal training in a subject, accumulated experience will be invaluable. The experience will help you present the subject in a meaningful and realistic manner. You should constantly work at improving yourself and at keeping up with current trends.

Prepare Yourself

There are several aspects to your preparation. First, is your personal appearance. You will want to look your best – and look the part of an instructor. If you know that your appearance is correct, you will be able to concentrate on your instruction. The proper or appropriate appearance will indicate that you have respect for the group.

Second, is your preparation for the session. You should have a well-constructed lesson plan and you should have "practiced it." A practice session or a "dry run" will be helpful. In fact it should be a must if this is the first time you are presenting a topic. The practice session will provide you with the opportunity to improve your plan and to perfect your timing.

Third, your preparation will involve getting everything ready for the session – room arranged, aids in place, and working, with supplies and equipment available.

The effective instructor is a prepared instructor. To be thoroughly prepared, the good instructor will spend a minimum of three hours in preparation for each hour of instruction.

A Good Start

You should be at the session in sufficient time to get everything in readiness – before the students arrive. You should be able to greet each person as he arrives – and not be burried in your notes or arrangement details. Greet each one in a friendly, cordial manner. Make everyone feel welcome.

Start your session on time in a businesslike manner. Do not wait for any latecomers. It's not fair to those who were on time. Also their interest may wane if they must sit and wait.

Have the Room Ready

The room should be in readiness before the students start to arrive. The chairs and tables should be arranged as you want them. The chalkboard and other training aids should be in place and ready for use. Movie projectors should be threaded and ready to run. Check all the equipment to be certain that it is in operating condition.

All of the supplies and materials that you will need should be available.

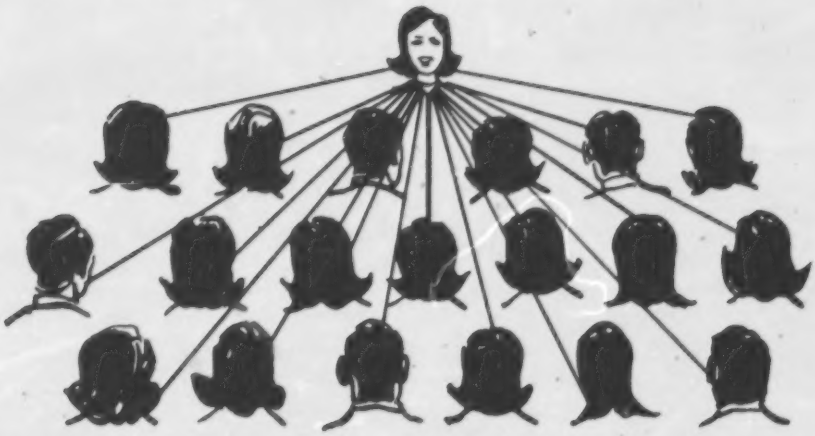
The good instructor does not delay a class to get equipment, and extension cord, light bulb, or other items.

Secure Attention

When you have the attention of everyone in the class, you should start. Usually you will have attention as soon as you proceed to the front of the class. Sometimes, a greeting will be required to get attention.

Establish Eye Contact And Keep It

Look at and talk to your students. Think of what you do in conversations with friends, associates or family. You look at them, don't you? Do the same



thing in your session. Looking at the floor, the desk, the ceiling or your aids is taboo. Attention can be kept by looking at your group. Make each person feel that you are looking at and talking directly to him. Interest will wane quickly if students feel that you are not looking at them.

Be alert so that you do not concentrate on one section of the room and ignore the rest. Eye contact will help you be alert as to the group's reaction.

Use A Conversational Tone

You should speak in a conversational tone. Avoid oration. Keep in mind that you are not making a speech or lecturing to your class. You are really talking with them. So keep your tone conversational and friendly. You can keep attention by varying your tone, and your rate of speaking.

Use the pronoun "you" and identify yourself with the group by using "You", and "I" or "We". This will develop rapport with the group.

Be Alert

You will need to be on your toes all the time that you are instructing. Be aware of what is going on in the class. Pay close attention to the responses of students. As you are instructing, ask yourself, "Do they understand?" Their facial expressions will help you answer that question. Be alert for the inattentive student and help him "come back" to the group. Of course you'll be evaluating your effectiveness and checking to see that the group is following you.

Assignments

If the students were given an assignment at a previous session, collect the papers at the beginning of the session. If you don't, some students will use class time to complete their assignment. Those who do not have the assignment completed should be penalized.

Watch Posture

You should stand where everyone can see you and you can see everyone. You should stand erect, both feet on the floor, but not in a rigid position. You should not lean on the lectern or speaking stand. Leaning does not give the impression of alertness; it will detract from your effectiveness.

If you allow one foot to carry the body weight – always maintaining correct posture alignment – you have a lighter look than if your weight is plunked evenly on both feet. For development of a graceful stance, practice standing within a 16" square, one foot a little behind the other. Imagine that your posture must remain correctly aligned and that your body must stay in the exact center of this 16" square. Now practice letting first one foot and then the other bear the body weight without allowing your body to shift from its center in the square or from its posture-perfect alignment. If you shift your weight from one foot to another, you'll not only have a more becoming posture but you'll be able to stand for longer periods of time without fatigue. (This is for women; men can stand with their weight evenly balanced on both feet.)

Let your arms and hands relax freely at your sides or loosely behind your back. The key is not to be rigid.

If you move, move briskly. You should avoid staying in one spot and also pacing or walking back and forth.

Correct posture will also aid your voice quality. If you slump, your voice is distorted. It will also be distorted if you lean down to look at your notes. In order to avoid looking down at your notes, stand back about six inches from the lectern. Then you can lower your eyes to see your notes instead of your head.

Be Natural

You should be natural, not stiff or rigid, or try to be someone you are not. Use gestures but let them be spontaneous. Your hands may be at your side or clasped loosely behind your back. If you allow your hands to add emphasis to a statement, the movement will be natural.

Distracting mannerisms should be avoided. These are the mannerisms that detract from your presentation. In other words, avoid doing anything that will cause the student to concentrate on the mannerism rather than the presentation. Rattling change or keys in a pocket, playing with jewelry, toying with a pointer, pencil or chalk, are examples of distracting mannerisms.

Speak Clearly

You should speak clearly and distinctly so that you can be understood. Adjust the volume of your voice so that everyone can hear. Use a microphone if necessary. It is important that you be heard – without anyone straining to hear. If you have not used a microphone before, practice using it. Find out the best adjustment for it and use it enough so it will be natural.

Pronunciation, enunciation and choice of words are important. You should use words which you can pronounce and which are familiar to you. Keep in mind that you want to communicate with the group.

Control Nervousness

You will be nervous before the session starts. This is normal. Almost every instructor experiences nervousness. Actually this is a good sign. It is an indication that you are aware of the group and are concerned about the group's reaction to your presentation. The individual who completely lacks nervousness usually is a mediocre instructor.

Controlled nervousness – and that's the key, control – usually results in a more enthusiastic presentation.

Here are some things you can do to control nervousness.

a. Be thoroughly prepared. Thorough mastery of your subject and your lesson plan will help you to be confident. Know exactly what you are going to do in the first 3 to 5 minutes. Usually if you get through that time interval, you'll settle down – your confidence will grow and your nervousness disappear.

b. Have the proper mental attitude. If you analyze the situation, you'll realize that you are nervous because of fear. You are fearful – not of bodily injury – but of what the students will think of you and your instruction. It is important to realize that the group is there to learn from you. They are more interested in the subject matter than they are in you. Consider the learning that you want to come from the instruction and you will forget about yourself.

Also realize that what you are experiencing is normal. If you are confident that the material will be of interest and benefit to the group, you will have overcome a great deal of nervousness.

c. Tell a story. Starting the session with a story will relax tension. The story should relate to your topic. An unrelated story takes the students' minds off the subject. And don't worry if the joke falls flat – your next group may appreciate it.

d. Review previous discussion. If you can review a previous session, you will be getting the students to focus on something which is familiar, and you and the students will be on common ground.

e. Be deliberate. Make a determined effort to slow down because nervousness will cause you to speed up. Make your movements deliberate and force yourself to talk slowly. As you overcome your nervousness, your speech and movements will become normal.

Encourage Group Participation

Ask for participation in the very beginning. Let the group know that you want participation. Bring everyone into the discussion and treat each contribution as a valuable one.

Speak Distinctly

You should speak clearly and distinctly with proper enunciation and pronunciation. Don't slur your words or use expressions such as "er-er" "ah" or "uh-h." Such things are merely crutches to fill in pauses while you are formulating your next thoughts. Deliberate pauses are a part of effective instruction.

If you need a microphone, use it. But be certain that you practice with it beforehand, so you are not self-conscious about it.

Display Enthusiasm

Enthusiasm is contagious. If you are enthusiastic, your students will be too. If you believe in your subject and convey this to your group, your students will be interested and eager to learn. You will also be helping your students to develop favorable attitudes and appreciation for training program.

If you are convinced of the value of the subject to the class and are well-prepared, you will be enthusiastic.

Smile at your group – and they will smile back at you.

Avoid Excuses

Do not apologize or reflect an apologetic attitude. You should not comment in any way that might be interpreted as lack of preparation, knowledge, or ability to instruct. Be positive in attitude and manner.

You should be so well prepared that an apology is not necessary. So don't say anything that will convey the impression that you aren't prepared or that you don't feel competent to present the subject. Also, don't apologize for your drawings or sketches. For example, even if what you draw doesn't look very much like a circle, it is positive to say, "This is a circle," rather than, "This doesn't look much like a circle."

Do admit that you don't know if you are asked a question which you can't answer. Offer to find the answer or see if someone in the group knows.

Watch the Clock

You should be aware of your time schedule and adjust your material or presentation as necessary. Don't, however, be rigid in following it; allow for flexibility. If a scheduled break has been announced, you should adhere to it. The same applies to the ending time. Attention wanes when it is time for a break or time for the session to end.

As a new instructor, you may experience difficulty in budgeting your time. Many new instructors rush through their material because they are afraid they won't be able to cover all of it – and then they run out of material. To prevent this, you should:

Work out a tentative time schedule. This should be part of your lesson plan.

Adjust this time schedule according to the rate of comprehension by the class.

Realize that participation will take more time than a straight lecture.

Bring to the session more material than you will need – in case you don't get as much participation as you expected.

Adjust your instruction method if necessary. If you're running out of time, switch to the lecture. If you have more time available, work at getting more participation or use the demonstration method.

Have A Good Closing

Time yourself so that you have time to summarize – without rushing. Close on time, unless you are finished ahead of time. If you are, end the session. Don't try to stretch it out.

It's a good idea to indicate what will be the topic for the next session and remind the group of the date and time for it.

Guard against running out of time as carefully as you guard against running out of material. But don't make the group nervous or feel pressured by constantly watching the clock.

Your Sound Effects

Your Voice Is Important

A pleasant speaking voice is an asset for an instructor – an essential one. It is one of the important tools because it is the direct means of communicating with the group. Fortunately, a pleasant voice is an asset anyone can have. Most individuals have a voice that is adequate for instruction but there are a few basic speech factors to keep in mind. These factors will help you have expressive speech and your students will enjoy listening to you and will understand you.

Voice Quality

Pitch – the position of your voice on the musical scale – is a factor in expressive speech. Your voice usually operates within a pitch range; you raise or lower your voice to emphasize meaning or to suit your mood. A higher pitch usually indicates gaiety or happiness; a lower pitch, sadness or seriousness. Your ideal pitch should be about one-fourth of the way up from your lowest possible note. This should be your natural pitch – the one that is used in conversation. You should determine the pitch level at which you can speak with the greatest ease and clarity. Then vary this pitch to provide emphasis and variety. Variety in pitch will break monotony and add interest to your delivery.

Your voice volume should be loud enough for everyone to hear without difficulty. Too loud a voice, however, can be irritating and grate on nerves. By watching student reaction you can tell if the students are having difficulty in hearing. Loudness requires volume – that is, the space filling character of the voice. If your voice has the proper volume, your students will feel comfortable while listening. You should vary your volume according to the size of the group and the conditions under which the instruction is given. You can change volume to accent the proper syllables of words and to provide emphasis. Proper volume is particularly important if you are doing your instruction outdoors or in a building with poor acoustics.

Rate of speaking will influence student understanding and interest. The rate should be governed by the thought or idea that is being presented and the learning ability of the group. An instructor who speaks too rapidly makes it difficult for the students to keep up. This causes the student to become confused. A too-slow or too-deliberate rate of speaking causes the students to lose interest and they may become irritated. A rate of 120 to 150 words per minute should be your normal speaking rate. You should vary your rate by advancing your speed occasionally, by slowing down occasionally or by pausing occasionally. This will provide variety and emphasis. Variety is the spice of speech and changes of pace in speaking can effectively stimulate your audience, large or small.

Enunciation is important too. As an instructor you should concentrate on speaking clearly. Avoid mumbling or dropping the ending of words or sentences.

Voice Improvement

What do you do to improve your voice? Listen to your voice. Does it have any traits you dislike? If so, make every effort to abolish them as soon as possible.

If you have access to a tape recorder, tape or record your voice. When you do this, let your natural voice speak – forget about the fact that you are recording. After you have listened carefully to the recording several times, you should begin analyzing your voice.

If your pitch is at one extreme – too high or too low – practice the opposite extreme. Exaggerate the extreme so that when you instruct your pitch will be natural and desirable.

Rate of speaking, volume, and inflection can also be controlled by deliberate action on your part. Concentrate and practice changing your rate of speech, increasing and decreasing your volume and inflections.

If enunciation is your concern, practice reading the following sentences aloud slowly. They contain an abundant mixture of the vowel and consonant sounds that we commonly use. As you practice with these sentences, you will exercise your vocal apparatus, improve your speech habits and also receive some useful speech ideas.

1. For distinct enunciation, every word, every sound must be given its proper form and value.
2. Think of the mouth chamber as a mold in which the correct form must be given to every sound.
3. Move your lips noticeably.
4. Your teeth should not be kept closed while you are talking.
5. You may know what you are saying, but others won't unless you make it clear to them.
6. Through practice you can learn to speak more rapidly but still with perfect distinctness.
7. Saying tongue twisters is also good practice for making speech distinct.
8. Practice good speech at all times.

By carefully analyzing your speech, determining your weaknesses, adapting a plan for improvement, desiring to improve, and practicing speech improvement, you can improve your speech and develop your best teaching tool.

How Well Did You Do

Why Evaluate

"How have I done?" This is a question that you will ask yourself after a session is over. You may also ask yourself, "How am I doing?" during the session. As a conscientious instructor, the answers to these questions are important to you – and to the students. Evaluation is an essential phase of the instructional process for both the student and you, the instructor.

Involved in "How have I done?" will be concerns such as whether the students learned, whether you answered their questions adequately, whether you should have used different techniques, and did everyone participate?

All of this is an attempt to determine whether the objectives of the session were attained and what improvements can be made.

The question "How am I doing?" is concerned with the same questions but not to the same degree. During the session, you are concerned with getting everyone to participate, and with attaining your objectives.

What To Evaluate?

In evaluating your session, you should consider content, methods you used, your presentation, the class atmosphere, and the time element. Ask yourself questions such as:

Did the material covered in the session meet the needs of the group?
Should the material be changed?
Were the methods you used successful?
Was the presentation logical and easy to follow?
Were the students motivated?
Did everyone participate?
Did you adhere to the time schedule?
Was sufficient time allotted to cover the subject adequately?
Were the facilities adequate?
Were the aids used correctly?
Did the aids add to the presentation?

Answers to these questions will help you make improvements to better the quality of your instruction.

Who Evaluates?

Both you and the students evaluate the session. As you are evaluating the session, the students too will be evaluating you – your presentation, the content and the methods.

Part of the student evaluation you will learn during breaks, during discussions, and by observing their actions and facial expressions. You can determine other information by distributing a questionnaire. The questionnaire may include questions such as:

Were your expectations met? If not, why?
What else would you like to have covered?
In what specific areas could improvements be made?
How has this program helped you?

Questionnaires should be easy to complete, not be too long nor too frequently used. You may distribute a questionnaire at the end of a training program. Or, if it is a series of sessions, you might want to distribute a questionnaire midway through the sessions.

A questionnaire distributed at the end of a program may be taken home for completion and mailed back. To increase the possibility of its being returned, you may include a self-addressed, stamped envelop or design the questionnaire as a self-mailer. Of course, you can allow time at the last session to complete the questionnaire. Then you would have a questionnaire from each student.

Sample questionnaires are given in the appendix.

Tests–An Evaluation

Achievement tests are used by you, the instructor, to measure student retention and understanding. A test is any device that is used to measure the

performance of a student. To be effective the test should make this measurement in terms of the specific learnings which are expected. If your objectives have been stated specifically in terms of what the student should be able to do, it should be easy to construct an effective test.

If the test is designed and administered correctly, it should be effective as a tool of instruction.

Tests are used to:

a. measure student achievement, that is to determine how well the student learned what he was expected to learn

b. challenge the student. Tests may serve as a motivating force causing students to put forth greater effort to master the subject. They make students feel responsible for learning.

c. discover gaps in learning. Very often test results reveal the need for more emphasis on certain parts.

d. correct student misunderstandings. If misunderstandings are discovered, you can correct them.

e. emphasize main points. Students tend to remember the points covered in a test. Also tests encourage the student and you, the instructor, to review the material. This fixes it more firmly in the minds of the students.

f. evaluate instructional methods. If you study the results of tests, you can determine the relative effectiveness of your various methods and techniques.

Types of Attainment

In the evaluation or testing, it is important to keep in mind the various types of educational attainment or results of learning. Then we can provide adequate, independent methods of evaluation for each type. There are six basic types of attainment, which are:

a. items of knowledge – know-how
b. items of understanding – know-about
c. development of muscular skills – doing abilities
d. development of judgment abilities – problem solving
e. development of motives – interest in work, pride in accomplishment, respect for change, for example
f. generalized habits and procedures – the way we do things.

You can see that these six types of attainment are different, one from another. Therefore, they must be evaluated differently. And the instructor should not accept superiority in one in lieu of deficiency in another. Therefore, value methods of testing must be used.

Knowledges, understandings, and judgment abilities are measured best by oral or written tests.

Muscular skills are measured best by evaluating the act of performance if the results of using the skill does not have a tangible result. If the use of the muscular skills leaves a tangible result, such as making a chair or desk, then the evaluation of the results of performance is a satisfactory way to evaluate.

In evaluating the development of motives, the best way is by observation of the behavior of the individual student. This requires that you make an inference

concerning the students' motives. This does have a high degree of unreliability but it is the only positive means available for evaluation at the present time.

Forms of Evaluation

Basically, there are four methods of evaluating educational attainments. They are the oral test, the written test, the performance test and grading.

The oral test or oral questions are used by an instructor in almost every session. It is important to use as much care in devising good oral questions as is used in constructing written test questions. The advantages of the oral test are:

a. It is easily formulated by the instructor

b. It is less subject to misunderstandings because supplementary explanations may be given by the instructor

c. It is useful as an informal check on student progress.

The disadvantage is that it takes a considerable amount of time to test each learner individually.

Written tests require the student to record his answers in writing. Short-answer typewritten tests have the added value of affording a rapid measure of student knowledge over a large area of subject matter. The written test may be made up of essay or subjective questions, or objective type questions.

The advantages of the written test are:

a. It can be produced in quantity and administered to a large number of students simultaneously.

b. Its results are in permanent form so careful evaluation and comparison may be made.

c. It furnishes an effective method of evaluating the knowledge acquired by the students.

d. It can require the student to apply knowledge or exercise judgment.

The principal disadvantage of the subjective type of written test is the difficulty of evaluating the responses of the student in comparison with other students. The principal disadvantage of objective tests is the development of effective test questions and keeping them up-to-date.

The performance test evaluates the act of performance. That is, the student completes an assigned task and the instructor evaluates the performance or the results of the performance. It is the most direct method of testing an individual's skill. The advantages of the performance test are:

a. Students like them. They are showing what they can do.

b. Students feel that the tests are fair because each student is evaluated on what he does.

c. Students cannot bluff.

d. Specific difficulties of a student are readily revealed.

e. It is a positive method of determining how a student will react to pressure or emotional stress in performing the task.

f. It reveals whether a student performs all aspects of the task efficiently and safely.

The disadvantages of the performance test are:

a. They are difficult to set up properly.

b. They are time consuming.

c. They may be difficult to administer since tools and special equipment are often required.

d. They are difficult to administer to large groups because of the need for close observation by the instructor.

e. They are difficult to score or grade.

Types of Written Tests

a. Essay tests. The essay test is referred to as the subjective type of test because the individual who appraises the answers determines the standards of appraisal. In an essay test, questions are used which require the student to write answers in the form of a sentence or several sentences.

The advantages of essay tests are:

a. They are relatively easy to construct.

b. They are easy to administer.

c. They are effective in measuring the student's ability to organize and express his thoughts.

The disadvantages are:

a. They are difficult to grade objectively.

b. Students can bluff.

c. A considerable amount of time is needed to complete the response.

d. Scoring takes longer than for other types of tests.

e. Students who know the subject matter well but who are not skilled in writing may be penalized unfairly.

In constructing an essay type of test, you should consider the following factors:

a. Questions should test the student's understanding rather than memory of the text or lecture notes.

b. Questions should be direct and specific.

c. The meaning of the question should be clear.

d. Words such as, "why", "explain", "outline", "define", "compare", "interpret" should be included in the questions.

2. Objective tests. The objective type of test involves questions or statements that require answers in the form of check marks, numbers, symbols, a word or words, or a phrase. This type of test has the following advantages:

a. They may be scored with a high degree of uniformity.

b. Personal opinion is eliminated in grading or scoring.

c. It is easy to score in terms of points or a percentage.

d. A prepared key may be used for scoring which individuals having no special knowledge of the subject may use.

e. A wide coverage of material is possible because the questions may be answered quickly.

The disadvantage is that they require considerable time and thought to prepare.

A. True-false tests. The true-false test consists of simple statements which a student must identify as true or false. The advantages of the true-false test are:

1. It can effectively sample wide ranges of subject matter.
2. It can be used effectively as an instructional item to promote interest and to introduce points for discussion.
3. It is easily and objectively scored.
4. Items can be made factual or thought-provoking and require reasoning to answer.

The disadvantages are that:

1. Guessing is encouraged.
2. Considerable skill is required to construct items that are either completely true or false without the correct answer being obvious.
3. The test has doubtful value for measuring student achievement.

In constructing the true-false items, you should observe the following points:

1. Avoid negative statements.
2. Limit each statement to one main idea or point.
3. Avoid the use of words such as, "always", "never", "usually", "all", "none", "sometimes". Their use will tend to suggest the correct responses.
4. Use simple sentences and commonly used words.
5. Make approximately one-half of the items true and one-half false.
6. Do not make true statements consistently longer than false ones or vice versa.
7. Make application of things learned in as many of the items as possible.
8. Distribute true and false statements at random throughout the test, thus avoiding setting up a particular pattern.
9. Avoid trick or catch questions.

B. Multiple-choice tests. A multiple-choice test consists of items that are written statements or questions presented with several possible answers. The statement or question is referred to as the stem. The stem may ask a question, state a problem, or take the form of an incomplete statement. The alternatives are possible answers to the question or the problem, or grammatically correct completions of the stem. One alternative must be either the clearly best answer or the only correct answer.

The advantages for the multiple-choice test are:

1. It can be designed to measure the student's ability to form judgements and make application of things learned.
2. It can be used to measure what a student can recognize which represents a much wider field than what a student can recall.
3. It can present problems involving reasoning and judgment.
4. Its scoring can be made entirely objective.
5. The possibility of guessing is reduced.

The disadvantages of the multiple-choice test are:

1. It is difficult to devise test items so that several "wrong answers" are plausible though not correct.
2. There is the danger of including more than one response that can be marked correctly.
3. It requires a great deal of preparation time.

In constructing multiple-choice items you should consider:

1. The stem of the item should present a central problem. It should not be merely an incomplete statement.
2. The problem should be realistic and practical.
3. The stem should be concerned with an important aspect.
4. Alternatives should not include choices that are trivial, implausible, or obviously wrong.
5. Alternatives should be about the same length.
6. Alternatives should have parallel grammatical construction.
7. Alternatives should be tested on separate lines.
8. Include at least four but not more than five alternatives or possible responses.
9. Do not use absolute words such as all, none, never, always.
10. Do not use a particular pattern; scatter the correct responses.
11. Do not use blank spaces in the stem. Place the choices at the end of the statement. This makes for continuity of reading and is less confusing for the student.
12. Place words or phrases that are common to all alternatives in the stem.
13. Choices that are numerically or logically related in a sequence should be placed in proper order.

C. Completion tests. The simple completion item requires students to recall and supply one or more key words that have been omitted from statements. The words when placed in the appropriate blanks make the statements complete, meaningful and true. The statements may be isolated or they may be part of a paragraph, carrying a continuous line of thought.

The advantages of the completion test are:

1. It requires accurate information.
2. The paragraph form may be used to test continuous thought.
3. It tests the student's ability to recall specific facts.
4. It requires a minimum of writing.

The disadvantages of the completion test are:

1. It is difficult to achieve objectivity.
2. It tends to measure verbal facility rather than application.
3. Wording of statements so that only one response is correct is difficult.

In constructing completion items, you should consider:

1. Omit only key words – no more than three words in a sentence.
2. Place the blanks near the end or at least past the center of the statement.

3. Each statement should be designed so it is incomplete until the correct response is inserted.

4. Statements should not be copied directly from textbooks.

5. As a general rule, verbs should not be omitted.

6. Leave sufficient room for responses.

7. The blank spaces should be the same length.

D. Matching tests. In the matching test, the student is required to match two or more sets of related words, phrases, clauses, or symbols. The student is required to match each item in one list with the item in the other list to which it is most closely related. The student may be asked to match items such as causes with effects, names of tools with their uses, problems with solutions or signs or symbols with meanings.

The advantages of the matching test are:

1. It requires thinking on the part of the student.

2. Relationships may be checked.

3. A student's knowledge of nomenclature can be checked.

4. A large number of responses can be obtained in a small space and with one set of directions.

5. It can be totally objective.

6. It is easy to score.

7. It is quickly completed.

The disadvantages of the matching test are:

1. It does not provide a check on complete understanding and interpretations.

2. It is difficult to eliminate clues to the correct response.

3. It does not measure judgment and application as well as the multiple-choice test.

In constructing a matching test, you should:

1. Use at least four and not more than 12 responses for each matching question.

2. Include at least three extra items from which responses must be chosen or allow responses to be used more than once.

3. Include specific, clear directions.

4. All of a matching exercise should be on one page.

5. Use only related material in each question.

Characteristics of a Good Test

Regardless of the type of test which is used there are certain factors that affect the quality of the test. They are:

1. The test should measure what was taught.

2. The type of test selected should be the one that best measures the type of attainment desired.

3. The test should measure the student's ability to apply knowledge, not measure his ability to memorize.

4. The questions should be clear and specific.

5. The test should provide for uniformity in grading.

6. Directions for completing the test should be complete and concise and examples provided.

How To Use Tests

Tests exist primarily for the learner, not the instructor. The learner wants to know how he is doing, even though he may not be interested in a grade. Since many individuals fear tests, you, as the instructor, should make it as easy as possible for the student to take the test. He should be given every opportunity to do his best.

To do this, it is essential that all testing materials are ready. The testing conditions should be as ideal as possible – well-lighted, well-ventilated, distraction free (unless they are a part of the test problem) and sufficient working space. Test instructions and directions should be complete and clear. The students should know if there is a time limit and if they can secure help.

After a test has been administered and corrected, the students should be given an opportunity to review the material. You will find that adults will make their own self-evaluation based on the test results. Any review that is being made should be made before the papers are returned. This will permit a review of all the material, not just a check to see what questions were missed.

In going over the material, go over the content but not necessarily in the format of the test. It is better to present the material in a different manner or to rephrase the questions so that discussion is encouraged.

The review of the test results permits the instructor to evaluate the instruction job and also the test itself. If quite a few students missed a question, it may indicate a poor question or a point that was missed during the sessions.

Grading

Although grades are not always issued, there are times when grades are necessary. Grades are estimates which represent the achievement of students in relation to the quality of work done by the members of the group in comparison with standards of performance set for the group. In arriving at standards of performance, you, the instructor, must be careful to set standards which are high but attainable. Also the standards must be realistic and pertain to the objectives of the program. The standards must grow out of student performance.

Grades may be stated in a variety of ways, such as:

1. Numbers – usually 1 to 5, with 5 as the high grade.
2. Percentages – usually 1 to 100, with 100 as the high grade.
3. Letters – usually A to F, with A as the high grade.
4. Words – usually very superior, superior, average, inferior, very inferior, or excellent, good, fair, poor, very poor, or simply satisfactory or unsatisfactory.

Grades are used to call attention to below-standard work, to develop competition among students, to classify each student in comparison with others, and assist in evaluating the effectiveness of instruction.

Personal Inventory

A personal inventory of the instructor's traits and methods provides a meaningful evaluation. The quality of instruction is reflected by the desire and enthusiasm of the students for more learning. The success or failure of a class depends upon the instructor. Here is a partial list of qualities necessary for the successful instructor:

1. Breadth of interest. An instructor's learning must extend far beyond the knowledge needed for instruction. This additional learning and experience will enable the instructor to motivate student interest in learning and will enrich and deepen instructional offerings. Breadth of interest leads to more inspirational and more effective instruction.

2. Self-control. Before one can hope to lead others, one must be master of his emotions and give evidence of this control. This is absolutely essential in any instructional situation.

3. Adaptability. Many good instructors fail from time to time because they do not adapt their teaching to the type of group they are instructing. Students come with varied backgrounds and with a wide range of experience. The good instructor adapts his instruction methods and materials to the students' background and experience.

4. Knowledge of subject matter. There is no substitute for knowledge.

5. Open-mindedness. The individual who is open-minded is willing to be shown. He tries to see diversified points of view, and in instruction he makes an effort to present the various sides of controversial matters and then allows the students to form their own conclusions. Group planning, group discussion, and group participation have proven to be especially effective toward this end.

6. Enthusiasm. Enthusiasm is contagious. It is a powerful motivating force that inspires responsive effort on the part of the student. Enthusiasm can be felt; it shows in voice quality, in facial expression, in general bearing and outlook. An individual lacking animation will fail to enthuse a group.

Topical Outline

Title: The Impression You Make

Suggested Time Allotment: 1 hour
Equipment and Supplies:
- Handouts I-1, I-2, I-3
- Overhead Projector
- Screen
- Transparencies A-1, A-2, A-3
- Chalkboard
- Chalk
- Eraser

Objectives:

When asked, the student will be able to explain why good grooming is important.

When asked, the student will be able to explain to whom the secretary's appearance is appropriate.

When asked, the student will be able to explain the items that constitute good grooming.

15 Min. I Purpose

A. Value of secretary's appearance
B. Refresher on what is known about good grooming

15 Min. II Importance of secretary's appearance

A. To the organization
Handout I-1 B. To the boss
C. To the co-worker
D. To the public
E. To herself

35 Min. III What constitutes good grooming

A. Cleanliness
Handout I-2 B. Make-up
C. Hair
D. Fingernails
E. Lingerie
F. Shoes
G. Clothing
H. Accessories

5 Min. IV Summary

A. Good grooming is a daily affair
Handout I-3 B. Good grooming is attention to all details
C. Announce next session

APPENDIX B

Instructor's Manuscript

Title: The Impression You Make

Instructor Notes

Use rhetorical questions tc arouse interest and stimulate thinking.

Lesson Outline

Let's think back to your job-hunting days. What are some of the things you did to prepare yourself for the interviews with prospective employers? Did you plan your outfit carefully and completely? Did you check that your suit or dress was clean and pressed? Were you certain there were no rips, missing or loose buttons? Did you wash and set your hair, or have it done? Did you manicure your fingernails? Were your shoes in good condition and polished? Were you certain all the details added up to an attractive appearance? Undoubtedly you did. What about now? Are you giving your present employer the same consideration you did when he was a prospective employer?

Ask the group: "To whom is a secretary's appearance important?"

Points to be brought out are:

1. A secretary's appearance is important to the organization for whom she works.
   a. An organization is judged by the appearance of its employees.
   b. An organization is comprised of individuals so the appearance of those who work for it affect a company's reputation.
2. A secretary's appearance is important to her boss.
   a. It is a reflection on him.
   b. It indicates that he knows how to select a desirable employe.
   c. It adds to the impression of efficiency.
3. A secretary's appearance is important to her co-workers.
   a. Individuals like to associate and work with others that are well-groomed.

b. Figure or facial flaws may be accepted because these defects are often beyond control, but carelessness or sloppiness in dress is not accepted. This can be corrected.

Show Transparency A-1 and comment on it.

Distribute Handout I-1.

APPENDIX C

Check-List for Planning a Lesson

1. Does the lesson deal with one major topic only?
2. Can the ideas or procedures be mastered by the student in the allotted time?
3. Do the facts presented have meaning to the students at this stage of learning?
4. Has the lesson been built on the previous experiences and abilities of the students?
5. Is the lesson purpose clearly and concisely stated and its relation to the course clarified?
6. Does the lesson present some new ideas or procedures?
7. Does the plan include some provision for getting the initial interest of the students and continuing motivation?
8. Have the importance of the lesson and the reasons for teaching it been brought out in terms of the future value of what is being learned?
9. Has the relative difficulty of each teaching point been estimated?
10. Do the steps in the lesson proceed from what the student knows, and lead toward desired objectives?
11. Is the method of presentation selected the most suitable for each student, and the particular idea or procedure most suited to the particular students?
12. Will the necessary emphasis be placed on important points by repetition, by various methods of presentation?
13. Have plans been made for the use of training aids?

14. Has the classroom itself been prepared to accommodate the students and provide all materials necessary to the lesson?

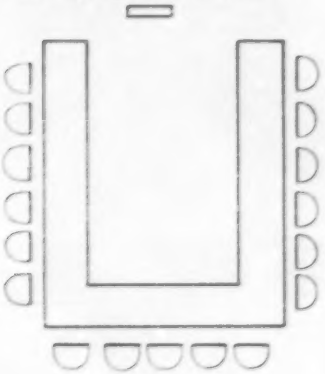
15. Have plans for class participation in the lesson been made?

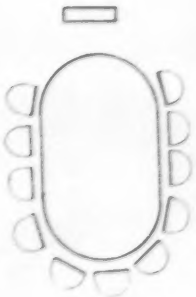
16. Have plans been made for applying the desired learning to practical problems or situations, where such application is pertinent?

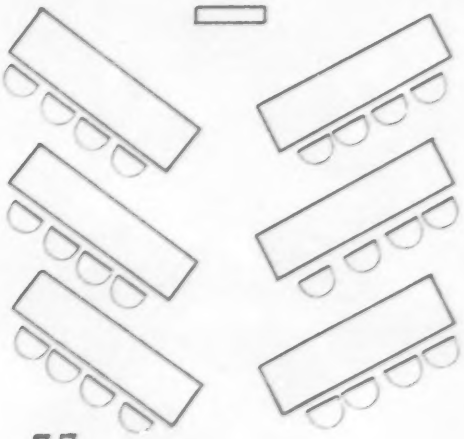
17. Have methods and materials for evaluation been provided, together with any equipment or assistance needed for such evaluation?

APPENDIX D

Suggested Table and Seating Arrangements







APPENDIX E

How to Prepare Items for Flannel Boards

Back with Felt or Sandpaper

1. Trim the illustration neatly.
2. Cut adhesive material to cover about two-thirds of the picture.
3. Apply rubber cement (or glue) to the back of both illustration and backing material, and allow to dry for thirty seconds.
4. Press firmly into place.

The Flocking Method

1. Obtain flocking compound and adhesive (at most paint supply houses or stores).
2. Apply adhesive to back of cutouts or illustration to cover about two-thirds of the area.
3. Spray flocking material onto adhesive area with flocking gun.

Some Temporary Methods

1. Roll strips of scotch tape and fasten to the back of cutout.
2. Use bits of Stiktite, a commercially prepared adhesive wax.
3. Apply rubber cement to small areas and allow to dry slightly.

Other Items That May Be Used for Backing Are:

1. Strips of sandpaper.
2. Emery paper.
3. Flok-tite (a trademarked felt paper).
4. Sand in dried glue.

APPENDIX F

How to Make Instruction Easy to Follow

1. Prepare and use a lesson plan.
2. Review the previous session at the beginning of the next one.
3. Give the title or topic for the session and the objective.
4. Explain why the subject is important – when, where, and how it relates to their work.
5. Vary your method of presentation.
6. Use instructional aids.

7. Be certain students understand new or unusual terms.

8. Talk to the group, look at the group.

9. Ask questions frequently – during and after your presentation. You can't be certain your students are following unless you check. Good questions are an aid to good instruction.

10. Secure student participation. Encourage students to ask pertinent questions. Stimulate discussion.

11. Stay on the subject.

12. Summarize main points.

APPENDIX G

Make Use of Group Dynamics in Your Teaching

1. Never let a group face light. Avoid distractions.

2. Never instruct from the side of the room.

3. Try to have your room as wide as it is long and don't let the group scatter.

4. Seating is important particularly in skilled subjects. Place students of like ability together.

5. Do not hurry your instructions, and develop a sense of "weness" when you give them.

6. Apply the dramatic art of projection in your teaching. Timing between instructions is important.

7. Visual aids promote "weness" in groups.

8. Students grow by feeling they belong in class. Learn names early in your teaching and use them frequently.

9. Group pressure for conformity to the group is always high. Set standards that your students can attain. Students must enjoy the satisfaction of attaining your standards.

10. Work with each student individually. Plan individual conferences when possible.

11. Be a participating teacher, not a dominating teacher. Use as much individualized instruction as possible.

12. Quickly set the climate for your subject so that students coming from other experiences of learning can quickly adjust to your subject field.

13. Applaud the process by which achievement is made rather than by the achievement itself.

14. Never let students doubt your confidence in their ability to achieve the goals they seek.

15. Eliminate any method that tends to build emotional stresses and apply those that take advantage of group stimulation.

16. Make notes on each session as soon as possible after completing the lesson. Why was it successful? What did the students like? What are some of the things to avoid in the next class.

17. Jot down something about each student. It will help you remember him and give you something for future conversations with this student. It also may bring you a new friend.

APPENDIX H

A Good Instructor

states the title and objective of the session.

motivates students.

explains new words and terms.

uses practical, everyday examples to clarify points.

relates the instruction to the job.

uses instructional aids effectively.

stimulates student participation.

checks frequently for understanding of what was presented.

uses good questioning techniques.

keeps discussions on the subject.

varies methods of instruction.

summarizes the session.

provides references.

demonstrates that he knows the subject.

maintains interest.

uses correct language.

maintains good poise and hearing.

has pleasant voice and easily understood diction.

has a friendly attitude.

makes a well-groomed appearance.

has a sense of humor.

is sincere.

APPENDIX I

Handling Class Response

Use this analysis as a guide to more and better participation.

Major Points	Special Points
1. Encourage everyone to respond	Write questions on board. Write answers or contributions. Call for a number of responses on a given point Don't answer all the questions asked, but refer questions to other class members. Discourage monopolizers. Draw out the slow and silent members.

2. Acknowledge response	Acknowledge each response in some way, but don't repeat it. Elaborate on response. Refer to response later. Never belittle or ignore a response. Record comments on blackboard.
3. Keep response under control	Keep the main point before the group. Avoid discussing personalities. Correct misstatements tactfully.
4. Make certain the class understands response	Ask members to speak up so all may hear. Rephrase a response if not clear by asking "Is this what you meant?"
5. Summarize discussion	Show transition from point to point as you go along. Summarize at the end of the meeting.

APPENDIX J

COMMONWEALTH OF PENNSYLVANIA
Department of Education
Public Service Institute
Harrisburg, Pennsylvania 17126

Student Evaluation

Your frank and honest evaluation will help us improve all of our courses. Please answer all questions as specifically and completely as possible. Your suggestions will be very much appreciated. (Use the reverse side if necessary.) The evaluation need not be signed.

Title of course

Did the course meet your expectations? Please explain.

What else, if anything, would you like to have covered in a program of this type?

What specific improvements could be made?

Was there any conflicting instruction? In what sessions?

How has this program helped you?

Would you recommend this course? Why or why not?

What other comments or suggestions do you have?

Intructor's name
Date of completion of this form

Thank you for taking the time to complete this evaluation.

APPENDIX J1.

Sample Questionnaire

_____ ASSOCIATION OF
EDUCATIONAL OFFICE EMPLOYEES

WORKSHOP EVALUATION
_____ Date

TITLE – " _____ "

The key to successful workshop planning lies in your opinion concerning the success or failure of these classes to meet your expectations. Your comments will aid the committee in appraising the workshop and in providing new ideas for future program committees.

Are you a member of ___ EOE? ___ Have you attended a ___ EOE workshop before? ___

Did you enjoy the workshop?	Yes ___ No ___ Some ___
Was it of value to you?	Yes ___ No ___ Some ___
Did you gain new information?	Yes ___ No ___ Some ___
Did sessions cover what program indicated?	Yes ___ No ___ Some ___

Was there variety enough in class selection to provide you with two classes in which you were interested? Yes____ No____

What would have made this workshop more valuable to you? _____

_____

_____

Did you enjoy this contact with your fellow workers? _____

What subject would you like to covered for a future workshop? _____

_____

_____

a. Do you know of a qualified speaker on this subject? Yes ____ No____

b. If yes, indicate: _____ _____
Name of speaker Title, if any

c. _____
Address of speaker or where speaker can be contacted

What suggestions could you make to improve future workshops? _____

YOU NEED NOT SIGN YOUR NAME, BUT PLEASE RETURN THIS EVALUATION TO THE SESSION HOSTESS AT THE CLOSE OF THE CLASS. If you prefer, mail to:

Evaluation Committee _____

Address _____

APPENDIX J2.

Sample Program Evaluation

Pennsylvania Department of Education Public Service Institute

Date

PROGRAM EVALUATION

Your looking-back on the program observation can be of great value in planning future programs and in having them presented in a effective manner. We ask you to please fill in this form, being as frank and as objective as possible. If more space is required, us the reverse side. You need not sign your name unless you so desire.

Name of Course	Location	Instructor's Name

PROGRAM RATING

	Excellent	Very Good	Good	Fair	Poor
Instructor					
Guest Lecturer					
Program Content					
Value To You					
Your Overall Reaction					

If guest lecturers were used which did you like and which did you dislike? Why? (Indicate whether subject matter or presentation.)

What else would you like covered in a program of this type?

What subject or topic would you want presented in a future program?

What suggestions do you have for improving the program?

Thank you for completing this evaluation

Self-Evaluation

Self-analysis or self-evaluation by the instructor can be a difficult and complicated task or it can be a very simple undertaking. A four-step self-analysis procedure is very helpful. This procedure is extracted from an article which appeared in the August 1944 issue of the Military Review, a publication of the Command and General Staff School at Fort Leavenworth, Kansas. The author was James C. Davie then a major in Quartermaster Corps, Military Training Division. Major Davie suggested that the presentation of a subject by an instructor should be judged by four questions: Is it dynamic? Is it animated? Is it realistic? Is it applicatory?

Here is an outlined expansion of the four questions:

1. Is it dynamic?
   a. The word is derived from the Greek word *dynamikos* meaning powerful.
   b. In the instructional process it can be interpreted as meaning instruction which is characterized by energy and force.
   c. Instruction must be dynamic.
   d. The first sentence, the first actions, of an instructor's presentation must crash through his students' initial apathy—and his thought is not limited to the introductory remark.
   e. An instructor must become a master of metaphor—"his nouns must bleed, his verbs must rattle, his adjectives must jolt, and his adverbs must sting."
   f. Trite expressions must be replaced with alternate expressions—a good book of synonyms and antonyms will be useful.

2. Is it animated?
   a. The popular interpretation at the present time is "alive" or "full of life."
   b. The instructor must be full of – animation when he steps to his lectern.
   c. Audio-visual aids are conducive to animated instruction.
   d. Dynamic instruction may be considered the force and animated instruction the medium.

3. Is it realistic?
   a. Deals with problems as they exist and not as theory dictates they should be?
   b. Much technical instruction is too bookish and theoretical.
   c. Instruction should be conducted in such a manner that a student should not react to a situation in this manner—"I wonder what the book says?"

d. The instruction received by a student should be so realistic that when he is confronted with a situation, his sub-conscious will dictate a proper solution to him quickly and accurately.

4. Is it applicatory?

a. Means applying what one has been taught to a typical situation.
b. The instructor prepares problems which will give his students an opportunity to apply what he has endeavored to teach them to practical situations.
c. Helps a student retain what he has learned.
d. Requires a great deal of ingenuity on the part of the instructor.